

**Carl D. Perkins Vocational and
Technical Education Act of 1998
P. L. 105-332**

Secondary Vocational and Technical Education

**10% State Reserve Grants
2002-2003 Project Descriptions**



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Agriculture Education

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
AG	Employability Skills (Animal Science)	20	6	15
Fiscal Agent	Participating District	Contact Person	Request	Grant
CESA #06	Freedom	Tom Koch	\$25,010	\$25,010
Project Description			3-99061/R29-3	
<p>This project will involve the use of Employability Skills for Animal Science. This will be accomplished in several classes including the Animal Science class, the Equine Science class, and the Aquaculture I and II classes as well as the Aquaculture Lab I and II classes.</p> <p>The use of classroom training and supervision outside of class will provide for a better background in the fields of animal science while gaining employability skills for the future. The outside supervision will happen at job sites and at home in conjunction with the FFA program and the Supervised Agriculture Experience provided through FFA. The classroom portion will provide the skills and training that will allow a student a greater knowledge base and more confidence when entering the world of work. Out of the above classes, 20 students will be recruited to participate in the Employability Skills Certificate program which will include on-the-job work experiences throughout the high school courses beginning in the junior/senior year of at least 180 hours. The grant will include \$3,600 for curriculum development and coordination of students on jobs. It will also include equipment and supplies to allow students to use state-of-the-art, hands-on activities in the above classes.</p> <p>All of the equipment and supplies has the support and recommendaion of the staff, administration, and advisory committee. The project will begin in early August and continue throughout the school year until students achieve the employability skills certificate competencies. Freedom's Ag department has several classes already articulated with the technical college and will continue this articulation for more students as a result of this project.</p>				

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
AG	Employability Skills		43	3	0
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #06	Kewaskum	Tom Koch	\$28,665		\$28,665
Project Description			3-99065/R29-3		
<p>Kewaskum high school is in the initial stages of a comprehensive district reform effort. External consultants have been employed to assist with strategic planning and data-driven decision making. Two of the district’s goals address helping students who fail and improving curriculum based on use of technology in the classroom. Both of these major initiatives are greatly enhanced by the career and technical education programs at the high school. District goals mirror the purpose of the Carl Perkins Act III in providing students with learning experiences that will better integrate academic standards, technical skills, and high demand vocational education courses.</p>					
<p>The goal of this grant is to greatly enhance the existing course content and activities currently offered in Dairy Production and Marketing and Agriculture I in the agriculture department and food science courses offered through the family and consumer education department. Therefore, this grant will request the purchase of an Armfiled FT20 MKII Cheese Vat. This course enhancement will offer students a greater range of employment opportunities in an industry prominent in the community. This needed and unique course enhancement will require curriculum development to design realistic and engaging lab simulations and will require substantial equipment support. This state of-the-art vat demonstrates batch production of cheese, yogurt, and all of the related engineering processes associated with the equipment. A growing diverse population of students will experience all aspects of production through the mini labs, while earning State Employability Skills certification. Kewaskum will be asking for a waiver for those students to work on this project without pay for their 180 hours in order to meet the work requirement provision. However, there will be at least four to six students who work directly on the job after the school work experience.</p>					
<p>The incorporation of food science technology into the existing agriculture courses offer students a more hands-on approach to food processing. The reverse is true for FACE students in the study of dairy production and marketing. Use of the cheese vat equipment, through realistic work-based simulation labs, will better prepare students in obtaining the many potential jobs related to the use of this equipment. This course enrichment will better prepare students for similar technical college courses. Also students will gain career and school-based knowledge and skills as the inter-relationships of courses is experienced. All of the participating students will benefit from the State Employability Skills Certificate heretofore unavailable to Kewaskum high school students. In addition to the work experience lab simulations, all students will have participated in an employability skills class in order to get the scan skills.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
AG	Animal Science CS & YA, Plant Science CS & YA, Regional Employability Skills		47	12	21
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #07	West De Pere	James Krueger	\$21,661		\$21,661
Project Description			3-99072/R29-3		
A greenhouse business program and a hands-on animal program will be implemented/operated. Students will have the opportunity to grow four different crops and develop a marketing plan for each crop with the intent of creating a profit to financially support future greenhouse crops and needs. A portion of the greenhouse will be shared with the science department. The latest technology will be utilized in the operation of the greenhouse; a phytomonitor will be used to monitor growing crops. Students will be expected to conduct science research projects. Basic landscaping skills will be developed. Students will also have an opportunity to work with professional landscapers. Basic animal husbandry skills will be developed through the raising of poultry and dairy goat kids in the small animal science lab. Students will work with industry people to learn more about the animal science industry. Through the greenhouse/landscaping program and the animal based program, a Certified skills Co-op—Animal Science and Plant Science, Youth Apprenticeship, and 3) Employability Skills will be offered. A diverse population will be served and multi-curricular involvement will be encouraged. Agricultural education, science, biology, marketing, business, and technical education curriculum will be formally integrated. The implementation of the entrepreneurial program also creates opportunities to integrate mathematics, English, and social studies. The program currently works cooperatively with local animal husbandry centered businesses and plant science centered businesses. Communication with owners of local businesses will enhance efforts to train students for work in the animal/plant science industry. Research and statewide efforts point out a tremendous need for this type of a program. Only about 5% of the students live on farms with access to animals and or plants and have the ability to provide care for an animal and or a plant. About 95% of the students live in the urban environment. Of this 95%, only 10-15% have physically set foot on an active farm. Most simply have driven past one. Students have little or no knowledge in animal husbandry. Some have not realized that there are different plants outside in the environment--they simply see green. The school district is completing a major building renovation /addition project with new facilities for the program in the science wing including a regular education classroom; a work room; a small animal science lab; a greenhouse and a head house. Technical and agriculture education students will work together to design and construct the internal organization of the small animal science lab including the installation of benches in the greenhouse and landscape the new courtyard. Equipment and materials used in the animal/plant science industry to train students will be purchased. Students will raise greenhouse crops, landscape the school grounds, develop scientific experiments with plants, raise poultry and dairy goat kids, and develop animal husbandry skills. Students will work with the marketing program to develop a market plan for the products. Business education will help in setting up a record keeping system for the greenhouse business. Science will be a major component of the integrated curriculum.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
AG	Regional Employability Skills		34	33	34
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #10	Abbotsford, Augusta, Bloomer, Bruce, Cadott, Colby, Cornell, Eleva-Strum, Flambeau, Granton, Greenwood, Lake Holcombe, Loyal, Mondovi, Neillsville, Osseo-Fairchild, Spencer, Stanley-Boyd, Thorp	Linda Dunahee	\$39,200		\$39,200
Project Description			3-99101/R29-3		
<p>The purpose of this project is to develop two program models for eligible school districts in the following: (Model 1) to establish the certified co-op/youth apprenticeship program in Plant/Animal Science/YA Production Ag in districts not current offering the programs, and (Model 2) Employability Skills Co-op in Agriculture-Related Occupations such as Landscaping and AquaCulture. Model 1 includes Flambeau. Model 2 includes Abbotsford, Bloomer, Cadott, Colby, Cornell, Eleva-Strum, Granton, Greenwood, Lake Holcombe, Loyal, Neillsville, Osseo-Fairchild, Stanley-Boyd, and Thorp. This project will be an enhancement and extension of the CPA basic grant submitted by CESA 10. Priorities for activities will include career planning and work site placement. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the co-op skills standards program, articulated credits with technical college program, career and post-secondary portfolio supporting student's achievements and skill development, and recommendations from business/industry mentor/supervising teacher/district administrator. Funds will be used to provide professional/staff development in curriculum content, occupational competencies, supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business/industry partners, career development activities and transition planning, establishing articulated agreements with technical college programs and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop, coordinate, and supervise programs. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. For each district, core indicators and levels of performance will be used as a template for development of the certified co-op program(s). Students will be able to achieve academic standards along with occupational and employability skills in Plant Science, Animal Science, and Agriculture-Related Employability Skills.</p> <p>A regional advisory group, including local representatives, will provide input and directions on project development/implementation/evaluation. The regional local profile indicates a growth in business and industry with availability for workforce/career opportunities.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
AG	Animal Science YA	30	8	40
Fiscal Agent	Participating District	Contact Person	Request	Grant
Manitowoc	Mishicot	Rose Ellinger	\$4,720	\$4,720
Project Description			3-32901/R29-4	
<p>This project supplements traditional teaching methods with computer-aided instruction to be used on Animal Science Youth Apprenticeship student visits.</p> <p>Students will access information previously recorded for the programs and use that information to give presentations at employer and employee grading conferences for youth apprenticeship meetings.</p> <p>The use of the laptop computer at the actual sites will benefit the student by being able to see first-hand what he/she has done and can do in the youth apprenticeship. Students will integrate academic and technical skills to organize and present data. Students will have all day access to the laptop for record keeping and weekly journal entries.</p> <p>Each student involved in the program is graded on weekly reports, quarterly reports, presentations, and a semester paper. The purchasing of the projector will allow students to sell these programs to classmates, school board, and community members. Students will complete the courses with a passing grade when all criteria are met.</p>				

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
AG	Animal Science CS & YA, Employability Skills	16	2	10
Fiscal Agent	Participating District	Contact Person	Request	Grant
Manitowoc	Reedsville	Rose Ellinger	\$21,300	\$10,326
Project Description			3-32903/R29-4	
<p>A school-based program that provides: 1) Certified Skills Co-op-Animal Science, 2) Animal Science Youth Apprenticeship opportunities, and 3) Employability Skills for students will be implemented. A diverse population will be served and it will encourage multi-curricular involvement. The curriculum will be integrated into the agriculture education and technology education curriculum and also provide opportunities for integration into science, mathematics, English, and family and consumer education.</p> <p>Communication with owners of local and area businesses will enhance and solidify efforts to train students for work in the industry. The main goal is to communicate and work closely with these businesses to provide employment opportunities and advanced standing for the students involved.</p> <p>With the networked portable laptop computers, students will be able to gather and organize data, utilize on-line resources for problem solving, communicate with professionals in varying fields of agriculture, present projects, and when needed communicate with the employer and instructor.</p> <p>Students in the agriculture classes will all benefit because of exposure to varying careers of those in the workplace and problems encountered through the experience.</p> <p>Students in the apprenticeship and employability skills programs meet four times yearly with mentors, instructor, parents, and students to discuss progress, goals, competencies, etc.</p>				

Business Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS (Word, Excel, PowerPoint)		100	10	80
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #05	Cambria-Friesland, Columbus, Fall River, Montello, Necedah, Nekoosa, Poynette	Pam Hilleshiem-Setz	\$26,040		\$20,000
Project Description			3-99051/R29-3		
<p>It is the intent of this project to design, develop, and implement a MOUS certification program for students. Microsoft Office User Specialist (MOUS) certification, the premier Microsoft desktop certification, is a globally recognized standard for demonstrating desktop skills. The MOUS program is helping meet the demand for qualified and knowledgeable people in the modern workplace. Through this project, teachers and students will have an opportunity to demonstrate Microsoft Office skills by completing MOUS certification exams in the core areas of Word, Excel and/or PowerPoint.</p> <p>The major components of this proposal include:</p> <ul style="list-style-type: none">• train 12 business education teachers on SAM 2000 (Student Assessment Manager) and explore this software as a tool to assess students' ability to successfully pass up to two MOUS certification exams. Teachers will also gain MOUS instructor certification.• develop course updates to instruct on MOUS skills and encourage students to take certification exams.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS (Word and Excel)		40	8	50
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #06	Horicon	Tom Koch	\$25,389		\$7,600
Project Description			3-990612/R29-3		
<p>Computer skills are essential to become employable in today's job market. Currently Horicon High school teaches Microsoft Word and Excel in a one semester class during second semester. Two sections are taught with 16 students in each section. The classroom houses 24 computers.</p> <p>Before the 2002-2003 school year, the business department put together a brochure informing ALL parents of upperclassmen (grades 10-12) in the district about MOUS certification. This will be mailed before students sign up for classes for the 2002-2003 school year. The business department feels this will increase enrollment if the parents are made aware of the certification. The cost will be paid for by the business department. Currently both business teachers are becoming MOUS certified through the local technical college. This teacher is certified in Word (Expert).</p> <p>For the 2002-2003 school year, the present course--Microsoft Office--will be articulated with MPTC courses 103-160 and 103-180 and will be offered first semester. Currently, this course is only taught second semester. Once students have completed the coursework, they will then be bused to the local technical college (Beaver Dam campus) to take the MOUS certification exam.</p> <p>For the 2003-2004 school year, the district will include a new articulated course in Access and PowerPoint. This will be offered only one semester. After students have completed the coursework, they will then be bused to the Beaver Dam campus (MPTC) to take the MOUS certification exam.</p> <p>For the 2004-2005 school year, Access and PowerPoint will be offered both semesters instead of just one. Once again this will increase the number of students taking the course if it is offered both semesters.</p> <p>With the soft economy and low number of jobs available, it is the purpose of this project to help all students who graduate from Horicon to be competitive for the job market. The intent of this program is to make all Horicon graduates more employable by becoming MOUS certified. This program would also benefit the students who would be seeking a post secondary education. The program to be initiated from this grant would be MOUS certification for Word and Excel in year one. The course which the MOUS certification will be taught in will be articulated through Moraine Park Technical College (MPTC).</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
BE	MOUS (Word and Excel) <i>continued</i>	CESA # 06
Project Description		3-990612/R29-3
<p>Presently taught at Horicon is a course called Microsoft Office, where nine weeks of Excel and Word are taught. In the 2001-2002 school year, this course was taught only in the second semester. Horicon High school plans to take this existing class and articulate it with MPTC in 2002-2003 and also offer one section the first semester, which will allow for more students to take the class. The courses that will be articulated from MPTC are 103-160 Microsoft Word and 103-180 Microsoft Excel. After students have completed this coursework, the students will then take the MOUS test for Word and Excel. A Smart Board would be purchased for demonstration purposes.</p>		
<p>This way, the technical school could also use Horicon High school for teaching night classes. In 2003-2004 school year, a new course will be presented to include Access and PowerPoint. This course will be articulated with 103-181 Microsoft Access and 103-182 Microsoft PowerPoint from MPTC. There is no course in the business curriculum that covers these applications at the present time. It is the intent of the Horicon school district to add these classes and the cost to the district (includes textbooks and modules). Students will then take the test for Access and PowerPoint to become MOUS certified. The cost of the MOUS test will be paid by the Horicon school district.</p>		
<p>Technology keeps changing. In order to make informed decisions, the students must learn current technology as well as understand ethical and social issues related to the use of technology. The performance goals that will be met through the Wisconsin Academic Standards for Business are: enter and manipulate data using the touch method on a ten-key pad (develop a spreadsheet), use the integration features of a software package and analyze spreadsheet data, identify and use communication software, import, export, and merge data; and use common features of multimedia software. The Business Cooperative Skills Standards that will be met are: demonstrate multi-media applications, customize software applications, generate complex, multi-part documents, retrieve filed documents and integrated media, import text and graphics from other software programs, and create documents by merging information.</p>		
<p>The program receiving the funding will improve the technical skills of Horicon students by allowing the students to take new courses (Access and PowerPoint), receive post secondary credit, and become MOUS certified. Currently students at Horicon do not have the opportunity to learn Access. They do get some exposure to PowerPoint in several core classes (English, speech, and social studies).</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS (Word, Excel, Access, PowerPoint)	26	4	25
Fiscal Agent	Participating District	Contact Person	Request	Grant
CESA #06	Rosendale-Brandon	Tom Koch	\$6,084	\$3,450
Project Description			3-99068/R29-3	
<p>According to Laconia High school's mission statement, part of the focus is to develop the talents of the individual student and to help students become productive citizens of their community. In keeping with this mission, Laconia presently offers students one- and two-year apprenticeships resulting in State certification and one- and two-year internships resulting in Wisconsin Employability Skills certificates. Although both programs greatly benefit students, Laconia wants to continue to expand STW opportunities for students. One area is offering formal certification programs within the business education department. The first such program to be offered is MOUS. And, because all students are mainstreamed, including all special populations, all students will be eligible for participating in MOUS through one of the regular business education courses.</p> <p>Students earning MOUS certification will find it easier to be accepted into business apprenticeships while in school and in solid employment after graduation. Students willing to complete MOUS certification would demonstrate a sincere interest in the business area and students would be more likely to continue to pursue employment in this area. This would help bring Laconia into compliance in the area of students pursuing employment in the same career and technical education areas studied in high school. Presently Laconia has not shown the growth in this standard to be in compliance with state requirements.</p> <p>Beginning with the fall term of the 2002-2003 school year, students at Laconia High school will be provided an opportunity to enroll in a series of four dual credit courses taught through the business education department in Advanced Word Processing, Spreadsheet Applications, Graphic Presentation Design, and Data Base Applications. The focus and intent of this program will be to implement a two-tiered program in the business department that will provide dual credit courses with Moraine Park Technical College and allow students to pursue formal certification of desktop computer skills through the Microsoft Office User Specialist program (MOUS).</p> <p>Currently the MOUS program is offered to individuals in over 168 countries worldwide. Over 500,000 individuals in these countries have acquired certification. What will MOUS certification provide to students here at Laconia? The program's goal is to offer an opportunity at the high school level for students to validate computer desktop skills through acquiring professional-level certifications. The cost of these programs on an individual basis to students usually involves training and testing that average from \$1,000 to \$2,000 per certification area. Many post-secondary educational institutions are requiring some form of MOUS certification as part of base requirements. Employers continually stress that MOUS certification acknowledges expertise in desktop computer applications.</p>				

Funding Source	Type of Certificated Program	Fiscal Agent
BE	MOUS (Word, Excel, Access, PowerPoint) <i>continued</i>	CESA # 06
Project Description		3-99068/R29-3
<p>and results in more productive employees that receive organizational promotions more frequently. The plan being proposed at Laconia will enhance academic and vocational standards for students by clearly illustrating to them how following a specific path will lead to practical job experience through the school's work study and apprentice programs leading to future employment beyond school.</p> <p>Starting in the spring and summer of 2002, funding from the program will be used to provide instructors with the appropriate accreditation in the MOUS core/expert areas of Microsoft Word, Excel, PowerPoint, and Access so that Laconia may provide training and testing opportunities to students in the certified programs. Program funds will also be used during this time to acquire necessary text and curriculum materials for implementation of the courses in the fall of 2002. Funds will be provided to pay for summer curriculum writing and coordination with representatives of Moraine Park Technical College to ensure that all courses meet dual credit standards. The program will also purchase a software package (SAM 2000) from Thompson Learning that will enable students to simulate MOUS core competencies and prepare for certification exams.</p> <p>The program will be rolled out in the fall of 2002. During the actual instruction of the courses, the program will provide the opportunity for students to take part in MOUS certification exams at Moraine Park Technical College. The program will pick up the costs associated with transportation and test registration. Future plans for the program include the possibility of offering additional dual certified courses in the areas of Visual Basic programming, A+ hardware certification, and network management N+ certification and training.</p> <p>The plan being proposed is new and innovative to Laconia High school's sequence of courses because up to this point the scope and sequence has not been articulated to include work-study, dual credit, and certification. When implemented, the program will provide students the opportunity to earn up to 12 technical college credits, earn MOUS certification, and gain much needed skills to gain employment through the school-to-work program. The program will measure student outcomes by the number of students passing the MOUS certification exam, how students do on the test, and the number of students receiving technical college credit.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS (Word, Access, Excel, PowerPoint)	22	5	25
Fiscal Agent	Participating District	Contact Person	Request	Grant
CESA #06	Waupun	Tom Koch	\$16,469	\$9,000
Project Description			3-99069/R29-3	
<p>The purpose of this project is two-fold. This project will involve the implementation of a new course called Advanced Computer Applications. In conjunction with Computer Applications, which is currently offered at Waupun High school, students who successfully complete these two semester courses will be offered the opportunity to take all four parts of the MOUS exam. Students will also receive dual credit at Moraine Park Technical College.</p> <p>By implementing this project, benefits are many. First, by receiving MOUS certification, students will increase marketability before and after graduation thereby gaining a competitive edge. Second, as stated before, students who receive a "C" or better will qualify for dual credit from MPTC. Third, students who are enrolled in the Business Coop program will be able to fulfill many of their co-op skills standards through these two courses. Finally, the Waupun school district benefits by being able to fulfill many of the required state standards and globally recognized standards.</p> <p>A new course called Advanced Computer Applications, which is one semester, has been proposed and accepted by the school board. The prerequisite for this course is Computer Applications, which is also a semester course. In this new class, students will continue learning concepts in the Microsoft Office 2000 Suite which includes Word, Excel, Powerpoint, and Access along with advanced applications such as video and sound editing. Material covered in this course will satisfy a number of the business education state standards.</p> <p>By earning a "C" or better in both courses, students will receive dual credit in Microsoft Office-Beginning; it is currently proposed that students would receive a second credit in Microsoft Office-Intermediate which are both course offerings at Moraine Park.</p> <p>Students will have the option to work for a Core, Expert, or Master Certification in Word, Excel, PowerPoint, and Access. Since there will be students at a number of different levels, including special education and at-risk, it would be up to the individual student as to what certification would be attempted. The tests will be taken at Moraine Park Technical College. The textbook used in the Advanced Computer Applications class will be the Microsoft Office 2000 Advanced Course along with SAM, which is a skills assessment manager.</p> <p>All efforts would be made to offer Advanced Computer Applications at a time in which Business Co-op, youth apprenticeship, and work experience students would be able to fit it in the schedule.</p>				

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	MCP		4	2	4
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #09	Tomahawk	Fred Skebba	\$3,636		\$3,636
Project Description			3-99092/R29-3		
Students in the Tomahawk High school Business Occupations Cooperative need to become better prepared for the business world. One of the skills that would help students at Tomahawk High school would be Microsoft certification.					
This project application would help us by encouraging students to develop advanced skills with Microsoft's business software, which is the industry standard at this time. It would also provide industry recognition of students' knowledge and proficiency with Microsoft products and technologies. Students would have access to technical and product information directly from Microsoft through a secured area of the MCP website and would have access to exclusive discounts and Microsoft conferences. Upon successful completion of the course, students would be issued a certificate identifying them as a Microsoft Certified Professional .					
Students might also receive potential college credit for certification through articulation which would be of great value to students planning on continuing education beyond high school. By providing students with this opportunity, Tomahawk High school is enhancing the student work-based learning program, as well as the State Certified Business Cooperative. Students could prepare in class for certification and be tested at the local technical college, Nicolet Area Technical College. This certification would also help business community's need for a qualitative assessment of employee skills.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	Business CS, CISCO, A+, MOUS		52	30	52
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #10	Abbotsford, Altoona, Augusta, Bloomer , Bruce, Cadott, Colby, Cornell, Eleva-Strum, Gilman, Granton, Lake Holcombe, Loyal, Neillsville , Osseo-Fairchild, Owen-Withee , Spencer, Stanley-Boyd , Thorp, Weyerhaeuser	Linda Dunahee	\$36,400		\$14,000
Project Description			3-99102/R29-3		
<p>The purpose of this project is to develop two models for eligible districts in the following: (Model 1) to establish the Certified Co-op program in Business Education and (Model 2) to establish CISCO, A+, MOUS certification. Districts participating in Model 1 are Augusta, Bruce, Cadott, Granton, Lake Holcombe, Loyal, Neillsville, and Thorp. Districts participating in Model 2 are Abbotsford, Altoona, Bloomer, Colby, Cornell, Eleva-Strum, Gilman, Lake Holcombe, Loyal, Osseo-Fairchild, Owen-Withee, Spencer, Stanley-Boyd, and Weyerhaeuser. This project will be an enhancement and extension of the basic grant submitted by CESA 10 under Carl Perkins funding. Priorities for activities in this grant will include career planning and work site placement. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the co-op skills standards program, articulated credits with technical college program, career and post-secondary portfolio supporting student’s achievements and skill development, and recommendations from business/industry mentor, supervising teacher, and district administrator. Funds will be used to provide professional/staff development in curriculum content, occupational competencies, supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business/industry partners, career development activities and transition planning, establishing articulated agreements with technical college programs and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop, coordinate, and supervise programs. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. For each district, core indicators and levels of performance will be used as a template for development of the certified co-op program(s). Students will be able to achieve academic standards along with occupational and employability skills in certified co-op, CISCO, A+, and MOUS.</p> <p>A regional advisory group, including local representatives, will provide input and directions on project development, implementation, and evaluation. The local profile in the region indicates a growth in business and industry with availability for workforce/career opportunities.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS		100	13	50
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #11	Amery, Baldwin-Woodville, Barron, Birchwood, Boyceville, Chetek, Clayton, Clear Lake, Cumberland, Durand, Ellsworth, Grantsburg, Luck, New Richmond, Plum City, Prescott, Shell Lake, Siren, Spooner, Spring Valley, St. Croix Falls, Turtle Lake, Unity, Webster	Nancy Graese	\$14,210		\$14,210
Project Description			3-99112/R29-3		
Provide opportunities for teachers and students in select CESA #11 business education departments to become Microsoft Office User Specialist certified.					
All students and educators have a need to use technology effectively and efficiently. Business education plays a leadership role in this work. Students and teachers who discover a desire to further develop knowledge of these systems will help make up the design, development, implementation and support structure teams for future technologies.					
The plan for this project is to redesign the 10% Perkins Model developed by Lisa Olson, Hartford Union High school. Drawing from the Hartford project that met the needs of one high school, this project will be redesigned to work with multiple smaller high schools. The project will provide opportunities, curriculum and testing resources, and classroom resources for teachers and students to become MOUS certified.					
MOUS is globally recognized as the standard for demonstrating desktop skills within the Microsoft Office Suite of business productivity applications. By encouraging individuals to develop advanced skills with Microsoft's leading business software, the MOUS certifications help fill the demand for qualified, knowledgeable people in todays workplace.					
Wisconsin's technical colleges are quickly putting in place credit awards that match up with the various levels of certifications attainable through the MOUS program. The project is hoping to accomplish similar credit awards for appropriate programs of study in the UW system. The project will provide adequate					

Funding Source	Type of Certificated Program	Fiscal Agent
BE	MOUS <i>continued</i>	CESA #11
Project Description		3-99112/R29-3
<p>classroom resources for business education teachers to enable them to get the MOUS certification process infused within existing courses. The CESA #11 office became an official MOUS testing site during the 2001-2002 school year. CESA #11 districts will be able to schedule teachers and students to take the MOUS exams at the CESA #11 office.</p> <p>CESA coordination time, on-site testing support, and on-site technical support will be provided inkind to project districts. A network will be created as an on-going communication support for the business education instructors from CESA #11 involved in this project. Technology will be utilized for these networks. Planned networks to be put in place will utilize: instructional television, internet (such as Blackboard.com) and teleconferencing.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	Business CS & YA		4	4	0
Fiscal Agent	Participating District	Contact Person	Request		Grant
D. C. Everest	D. C. Everest	Angela Strick	\$26,612		\$3,512
Project Description			3-49701/R29-5		
<p>Special population students attending the D. C. Everest junior high school have three years of training with the Dragon speech recognition software. Currently, the senior high school has one, fixed workstation with Dragon software loaded. The fixed location and limited availability of computers with speech recognition software precludes the access to upper level business technology courses and preparation for work-based learning.</p> <p>Working in conjunction with the At-Risk and LD departments at D. C. Everest, this project will dramatically enhance the educational experiences available to these students.</p> <p>This project is a Business Technology, At-Risk, and LD Department initiative. Working in close partnership with D. C. Everest's marketing and industrial technology departments, the equipment purchased through this project will dramatically enhance access to career and technical education courses and program for at-risk and special population students.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS		30	6	7
Fiscal Agent	Participating District	Contact Person	Request		Grant
Kenosha	Kenosha	Bev Haag	\$9,300		\$5,000
Project Description			3-27931/R29-5		
Kenosha Unified school district has set a goal to become a MOUS testing site for area students. Currently three of the high schools offer Microsoft Office training. These sites are: Bradford high school, Indian Trail Academy, and Tremper high school.					
The business department team is aware of the need to keep abreast of current business trends and has as its mission providing authentic and valuable certification opportunities for senior high business students. The MOUS certification is currently used heavily in the workplace and will be a focus certification for the Business team. To implement the MOUS program, the business department will require business teachers to be both trained and certified. This project would fund both the cost of teacher training for the MOUS workshops and the cost of the MOUS certification.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS		100	50	80
Fiscal Agent	Participating District	Contact Person	Request		Grant
La Crosse	Central	Annette O’Hern	\$3,705		\$3,705
Project Description		3-28491/R29-5			
Through the 10% state reserve funding, resources, including instructional manuals and testing software, will be purchased for use in the computer applications courses offered in the business education department. The materials are MOUS-approved courseware. By adding MOUS certification to the computer applications courses, students are challenged to meet industry standards in technology.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS (Word, Excel, PowerPoint, Access, Outlook)		15	3	15
Fiscal Agent	Participating District	Contact Person	Request		Grant
Lake Mills	Cambridge	Steve Wilkins	\$19,719		\$6,895
Project Description			3-28982/R29-4		
The proposed project will be implemented in the business education program at Cambridge high school. It will be implemented with primarily 10-12 th graders as part of business education. Basically the program will include two components:					
<i>In School Training</i> - This portion of the project will focus on the Microsoft Office User Specialist (MOUS) program. This program is globally recognized as the standard for demonstrating desktop skills with the Microsoft Office Suite of business productivity applications (Microsoft Word , Microsoft Excel , Microsoft PowerPoint , Microsoft Access and Microsoft Outlook). With a MOUS certification, thousands of people have demonstrated increased productivity and have proven the ability to utilize the advanced functionality of these Microsoft applications. By encouraging individuals to develop advanced skills with Microsoft's leading business desktop software, the MOUS program helps fill the demand for qualified, knowledgeable people in the modern workplace. At the same time, MOUS helps satisfy an organization's need for a qualitative assessment of employee skills. Technology is the driving force behind the new, digital economy. To remain competitive, organizations depend on knowledgeable workers who can leverage technology for greater productivity, communication, and innovation. Microsoft certification can help individuals and organizations succeed in the new economy by providing certified knowledge on desktop applications. Microsoft Office with emphasis on Word, Excel, the PowerPoint, Access and Outlook, will be the center of classroom instruction. All are already being taught in various degrees. Indeed, all students come to 9 th grade familiar with Windows as it is taught in a required middle school business education course. Two business education labs with state-of-the-art equipment, networked, and all Internet accessed are available to facilitate the project.					
<i>Out of School, Work Based Learning</i> —Students participating in the Business Technology/MOUS training will be provided access to work-based learning opportunities through credited work experience, mentorship, state certified skill co-ops and youth apprenticeships, all of which are already options being sponsored by the district. In business education, co-ops are available in accounting and technology. This project will expand learning options for students and also encourage more local businesses where MOUS program skills are utilized to become part of the school's co-op/youth apprenticeship program. Local businesses where MOUS skills are partially or totally utilized include Adams & Haack, C & M Hydraulic Tool, Rowe Pottery, Cambridge State Bank, Trieloff Mechanical Systems, and Dan's Gas and Motel.					
In school training plus work-based learning opportunities will help students become prepared to take exams for MOUS certification, either at core or					

Funding Source	Type of Certificated Program	Fiscal Agent
BE	MOUS <i>continued</i>	Lake Mills
Project Description		3-28982/R29-4
<p>expert level, with some gifted students perhaps working toward master level. Local curriculum—most of which is part of articulation agreements with MATC—will be matched and aligned to MOUS skill expectations, with such expectations being taught through classroom instructional delivery. Teachers will be trained in MOUS certification expectations. The school will pursue with Pro-Metric (Sylvan Learning Centers) to become a MOUS testing/certification site.</p> <p>Ultimately MOUS training and certification will help students be better prepared to get jobs and will provide employers with well-trained , entry-level employees. Also, training/certification will help students get advanced placement or credit at post secondary institutions.</p> <p>Project Goal: To better prepare students for entry into the job market or post-secondary education by developing and implementing, in the Cambridge Business Technology Program the Microsoft Office User Specialist (MOUS) Program as a focal point of classroom instruction and work based learning opportunities.</p> <p>Project Objectives:</p> <ol style="list-style-type: none"> 1. Business education teachers will be trained in MOUS skill expectations and certification requirements. 2. Business education teachers will upgrade current computer course curriculum to align with MOUS skill expectations. 3. Students in the four Microsoft courses will be trained in the various components of the MOUS program. Such training includes a classroom component and whenever possible, a work based learning component. 4. Students will be provided the opportunity to take MOUS program component tests to secure certification. 		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS, IC3		48	5	45
Fiscal Agent	Participating District	Contact Person	Request		Grant
Manitowoc	Mishicot	Rose Ellinger	\$4,350		\$4,350
Project Description			3-32902/R29-4		
<p>The business education department will implement and incorporate the use of MOUS (Microsoft Office User Specialist) and IC3 certification into the business education curriculum. "Through (MOUS and IC3) certification, primary and secondary schools can ensure students are prepared to demonstrate computing and software application proficiency when they enter the workplace. Higher education academic institutions can look to certification to ensure students demonstrate an acceptable level of computer and internet proficiency prior to admission and can be successfully placed in jobs with credible employers after graduation." (Certiport.com, May 2002)</p> <p>"Certification provides you formal recognition and evidence of your knowledge and expertise on a subject. Such an official standard enables you to gain the skills required to achieve certification, increase your level of productivity, advance your level of employment, and potentially increase your job satisfaction." (Certiport.com, May 2002) Busines and industry across the country has endorsed the use of this certification to better prepare students for the working world, both now and in the future. This project would allow Mishicot’s business education students to have such experiences before leaving high school and in turn make them more marketable!</p> <p>Business procedures students, along with other business education students at Mishicot high school, will complete coursework to become proficient in the software use before formal MOUS or IC3 testing.</p> <p>Youth apprenticeship students, along with business co-op students, will be able to market skills for jobs in the area. Also, students will be able to receive technical college credit for this proficiency. Mishicot just obtained an articulation agreement with Lakeshore Technical College for credit for the "Introduction to Microsoft Office" course.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	Business CS, IT YA, MOUS		97	32	70
Fiscal Agent	Participating District	Contact Person	Request		Grant
Marshfield	Marshfield	Jane Wagner	\$23,650		\$8,150
Project Description			3-33391/R29-5		
<p>The primary purpose of this proposal is to create opportunities for Marshfield high school (MHS) students and community members from the central Wisconsin area to earn Microsoft certification by establishing a stand-alone testing lab. This lab will be used for MOUS certification and special projects related to work-based learning and FBLA. With funding from this grant, MHS would be able to extend MOUS certification opportunities to the entire student population and community members. The general public will be able to access a local certification testing facility. The local technical college, Mid-State Technical College, does not offer this type of certification program. The Business Systems instructors have the desire to work toward Microsoft Office User Specialist (MOUS) Master certification and MOUS authorized instructors to become experts in this area. This year Marshfield high school became a MOUS training center on a limited scale. Barriers exist with current facilities. The MOUS testing software does not work on existing networked labs in the Business Systems classrooms. The MOUS certification software must be on a stand-alone, non-networked computer and printer. The Business Systems classrooms are used every class period by teachers and students so MOUS testing is difficult. The stand-alone lab would allow flexibility for community members and students to take the certification exams during the school day or after hours as part of the emerging Marshfield Community Learning Center. The 21st Century Community Learning Center grant will provide funding to upgrade one stand-alone lab for certification testing. Students are currently able to earn A+ certification and Cisco systems certification through partnership efforts between Business Systems and Technology Education department staff. With the support of this grant, Business Systems staff would also be able to earn advanced levels of MOUS certification. Funds from this grant will support initiatives to establish articulation agreements with Mid-State Technical College and the University of Wisconsin System so students could earn advanced standing. The Carl Perkins basic grant will cover the cost of creating a certification brochure and marketing the program to students and residents in the central Wisconsin area.</p>					
<p>A secondary purpose of this project is to expand work-based learning opportunities by providing the Wisconsin Department of Public Instruction Cooperative Education Skills Standards Certification Program in Business and Employability Skills, and the Governor's Work-Based Learning Board Youth Apprenticeship Programs in Information Systems, Financial Service, Lodging Management. This grant will provide the technology vital to meeting certification requirements for Youth Apprenticeship in Information Technology, and Business Skills Certified Co-op. Students will be able to use this technology to complete the school-based competencies and compete in FBLA events. Core employability skills will be measured as an increase in 75% of the co-op students earning employability skills (2002-03 goal).</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS (Word, Excel, Access, PowerPoint)	25	5	25
Fiscal Agent	Participating District	Contact Person	Request	Grant
Menomonie	Menomonie	Tom Slupe	\$18,153	\$5,439
Project Description			3-34441/R29-5	
<p>The Menomonie high school business education department provides students with an up-to-date program of study that has recently completed benchmarking the curriculum with the Wisconsin Model Academic Standards for Business. The department believes, however, that offering basic office/word processing skills is inadequate to prepare students for many of the skill standards required in today's business environment. Technology is the driving force behind the economy and because of this, organizations, in an effort to remain competitive, have come to rely upon workers who can utilize this new technology for greater productivity. Therefore, the need to make modifications in the program area to meet area industry standards has become a priority. The proposed project seeks to implement the Microsoft Office User Specialist (MOUS) certification program into existing curriculum. The MOUS program is globally recognized as the only comprehensive certification program designed to validate desktop computer skills using the Microsoft Office Suite of business productivity software. Microsoft Office 2000 (Word, Excel, PowerPoint, and Access) certification would enhance student’s work-based learning program, as well as the state-certified Business Co-op program. The certificate would also provide industry recognition of knowledge of Microsoft products and technologies. Menomonie students would prepare for this certification in Information Processing I and II classes and would take one or more of the exams at the authorized testing center, Chippewa Valley Technical College in Eau Claire. Menomonie high school is working toward an articulation agreement with CVTC that would enable students receiving MOUS certification to receive advanced standing. To date, members of the Business Education Advisory Committee have been contacted to gather input on the vision of the benefits of implementing a MOUS certification program at Menomonie high school. The business department has conducted research on the MOUS certification program through the Microsoft web site to determine the steps necessary for the successful implementation of the program. Information Processing I and II students have been informally surveyed to determine the level of interest in a MOUS program. The program has been promoted in the business department through brochures from Microsoft and class question/answer sessions. There are two networked and internet accessible business education computer labs available to facilitate the training necessary for the successful completion of this project. In the end, MOUS training and certification will enable students to become better prepared to secure employment and provide employers with a better-trained, entry-level employee for the work force. The project objectives include (1) certifying two Menomonie high school business education teachers to teach the MOUS certification program, (2) updating current Information Processing I and Information Processing II curriculum to align with MOUS skill standards, (3) training students enrolled in Information Processing I and Information Processing II components of the MOUS program, and (4) providing students the opportunity to take MOUS certification examinations at no cost.</p>				

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS	30	10	18
Fiscal Agent	Participating District	Contact Person	Request	Grant
Monroe	Monroe	Wendy Horbinski	\$8,425	\$8,425
Project Description			3-36821/R29-5	
The goals of the MOUS certification project are two-fold: 1) Development and expansion of certificated industry based occupational training programs in Business Education. Monroe high school business education teachers were exposed to the MOUS certification through a preparation course offered through the Blackhawk Technical College Tech Prep consortium last spring. The business education teachers will expand MOUS knowledge by attending additional training. Next, curriculum in current business education courses will be updated with the help of business partners to reflect the demands of industry as demonstrated by the skills required for MOUS certification testing. These updated courses will be articulated with the technical college. Appropriate instructional materials will be ordered. In addition to skill building, students will have the opportunity to participate in a mentor luncheon, where promotional information about the MOUS program will be shared with the mentors and the mentors will support the message of the program on diversity/harassment in the workplace. 2) Provision of certificated industry-based occupational training programs to a greater variety of students. Students in Information/Word Processing and Desktop Publishing classes will be the target population for the first year of this project. However, students in other business education courses may choose to participate. In addition, an adaptive computer applications course is taught by a business education teacher. These students will be encouraged to take the entire year to master the content and prepare for the exam.				

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS, Employability Skills		12	2	12
Fiscal Agent	Participating District	Contact Person	Request		Grant
Platteville	Platteville	Greg Quam	\$12,530		\$6,230
Project Description			3-43891/R29-4		
<p>Special needs students, as well as regular education students, would benefit from the awareness and use of voice recognition software. Some special needs students have physical limitations and some regular education students have poor keyboarding techniques that only allow them to input text at a very slow rate. Learning and using voice recognition software would allow these students to compete with the rest of the classmates while in high school, as well as at a post-secondary school or in the work place. So, the learning and use of voice recognition software would benefit students while in school and as employees in the workplace.</p> <p>Platteville would like to purchase a Proxima projector to use to project the use of the voice recognition software, as well as to demonstrate various MOUS word processing software concepts. The use of Proxima projector would allow all 22 students in the room to see the demonstration at the same time. Once students had training in the use of voice recognition software, the laptop could be checked-out for coursework.</p> <p>Employees in the work place are no longer guaranteed the word processing services of a secretary. By teaching students in the business education work experience program advanced word processing concepts and skills, as well as participating in the Wisconsin Employability Skills Certificate Program, students will be better prepared to assume the role of manager, as well as administrative assistant. This can best be accomplished by offering MOUS certification training to students in the capstone class of the work experience program. Since these students have expressed a desire to enter a career in business, receiving the MOUS certification certificate and the Employability Skills certificate would be a benefit not only on a resume, but also at work in the business world.</p> <p>Currently there is no advanced standing offered for students with MOUS certification; however, a conversation with the Dean of Business at Southwest Wisconsin Technical College makes the Local Vocational Education Coordinator believe that the technical college would consider offering advanced standing to students with the MOUS certification. One year after implementation of MOUS certification in the work experience program, special consideration will be given to presenting a one-semester MOUS certification course over the distance learning network.</p> <p>In order to make the business employees in the Platteville area more efficient, one of the business education instructors would consider offering evening classes to area adults in the use of voice recognition software and teaching word processing skills to become MOUS certified.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
BE	MOUS, Employability Skills <i>continued</i>	Platteville
Project Description		3-43891/R29-4
<p>As part of this grant: (1) three voice recognition software licenses, equipment, and materials would be purchased, (2) one of the business teachers would receive training in the use of voice recognition software, (3) two laptop computers and cases would be purchased, (4) MOUS certification classroom resources would be purchased, (5) a business teacher would receive training and become MOUS certified, (6) students in the capstone class would learn enhanced word processing concepts, (7) capstone students would be eligible for obtaining MOUS certification, (8) students in the Word Processing and Formatting courses would be exposed to voice recognition software capabilities, (9) students in the Business Computer Applications classes would benefit from learning additional word processing concepts, (10) special education and regular education students would use the voice recognition software, (11) students would be able to check out laptop computers for class assignments, and (12) a classroom teacher would offer MOUS and voice recognition classes to area adults to improve business workplace skills.</p> <p>It is believed that these enhancements to the Platteville high school business education program will benefit regular education students, special needs students, as well as the business community.</p> <p>Special populations:</p> <p>Gender equity—Given the opportunity to expand, the engineering program would increase the number of males and special population students who could benefit from this type of experience.</p> <p>Presentations will be made to all sophomore and junior students in the English classes regarding youth apprenticeship, co-op skills certificates, and work experience programs. All sophomore students will be given the opportunity through the career unit in the English classes to job shadow. Students who complete the skills programs in computer drafting or employability skills will be honored at the annual Work Experience Recognition Night which is attended by over 200 students, parents, employers, and administrators every year.</p> <p>Each student will keep a portfolio of all work completed both in hard copy and in electronic form. The electronic form will serve as part of the student's final project of a portfolio. The business education department is aligning the curriculum to meet local, state, and national business education standards.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
BE	MOUS (Word, Excel, Access, PowerPoint)	25	3	20
Fiscal Agent	Participating District	Contact Person	Request	Grant
Watertown	Watertown	Cynthia Sandberg	\$5,980	\$5,980
Project Description			3-61251/R29-5	
<p>The proposed project will be implemented in the business education program at Watertown high school. It will be implemented with primarily 11th and/or 12th graders as part of the Business co-op certified skills standards. Basically the program will include two components:</p> <ol style="list-style-type: none">1. In School Training—This portion of the project will focus on the Microsoft Office User Specialist (MOUS) program. This program is globally recognized as the standard for demonstrating desktop skills with the Microsoft Office Suite of business productivity applications (Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Access and Microsoft Outlook). With a MOUS certification, thousands of people have demonstrated increased productivity and have proved the ability to utilize the advanced functionality of these Microsoft applications. By encouraging individuals to develop advanced skills with Microsoft's leading business desktop software, the MOUS program helps fill the demand for qualified, knowledgeable people in the modern workplace. At the same time, MOUS helps satisfy an organization's need for a qualitative assessment of employee skills. Technology is the driving force behind the new digital economy. To remain competitive, organizations depend on knowledgeable workers who can leverage technology for greater productivity, communication, and innovation. Microsoft certification can help with emphasis on Word, Excel, PowerPoint, Access and Outlook, will be the center of classroom instruction. All are already being taught in varying degrees. All of the business students come to 11th grade familiar with Windows and Word as these are a part of the required keyboarding and/or Microsoft Office courses. Two business education labs with state-of-the-art equipment, networked, and all internet accessible are available to facilitate the project.2. Out of School Work-based Learning—Students participating in the business education/MOUS training program will be provided access to work-based learning opportunities through the credited state certified skill co-op and youth apprenticeship—all of which are already options being sponsored by the district. Business education skill certified co-ops are available in business and through the youth apprenticeship in information technology. This project will expand learning options for students and also encourage more local businesses where MOUS program skills are utilized to become a part of the school's co-op/youth apprenticeship program. <p>In school training plus work-based learning opportunities will help students become prepared to take exams for MOUS certifications either at the core or expert levels with some gifted students perhaps working toward master. Local curriculum, most of which is part of articulation agreements with MATC, will be</p>				

Funding Source	Type of Certificated Program	Fiscal Agent
BE	MOUS <i>continued</i>	Watertown
Project Description		3-61251/R29-5
<p>matched and aligned to MOUS skill expectations, with such expectations being taught through classroom instructional delivery. Teachers will be trained in MOUS certification expectations. The school will pursue with DDC training services to become a MOUS testing/certification site.</p> <p>Ultimately MOUS training and certification will help students be better prepared to get jobs and will provide employers better trained entry-level employees. Also, training/certification will help students get advanced placement or credit at post-secondary institutions.</p> <p>Project Goal:</p> <p>Preparation of students for entry into the job market or post-secondary education through development and implementation, in the Watertown Business Education Program, of the 2000 Microsoft Office User Specialist (MOUS) program as a focal point of classroom instruction and work-based learning opportunities.</p> <p>Project Objectives:</p> <ol style="list-style-type: none"> 1. Business education instructors will be trained in MOUS skill expectations and certification requirements. 2. Business education instructors will upgrade current Keyboarding, Microsoft Office I & II, Information Technology Software I & II, and Business Co-op/YA curriculum to align with MOUS skill expectations. 3. Students in the business education program will be trained in the various components of the MOUS program. Such training includes a classroom component and whenever possible a work-based learning component. 4. Students will be provided the opportunity to take MOUS program component test to secure certification(s). 		

Family and Consumer Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
FCE	ACCT		43	14	32
Fiscal Agent	Participating District	Contact Person	Request		Grant
Brodhead	Albany, Beloit-Turner, Brodhead, Parkview	Eileen Daniels	\$5,355		\$5,355
Project Description			3-07001/R29-4		
<p>Brodhead high school’s students are currently able to participate in the ACCT certificated program because the teacher has the needed certification to teach the course and uses the recommended curriculum.</p> <p>The Family and Consumer Education teacher in Beloit-Turner is also certified and will be working to implement this program in Beloit-Turner. The other two schools in this project do not have the certified instructor but would like to provide the opportunity to become certified. After talking with DPI, there is a plan whereby Brodhead’s teacher will be the "lead certifying teacher" and will meet regularly with the teachers in the other districts. She will be a resource person and assist the teachers in using the curriculum. She has experience in setting up the child development lab and experience in the "playschool" particulars when community people bring pre-schoolers to the high school lab. This will be a valuable model when expanded in the other districts. In Beloit-Turner, the Patch Products Day Care is just across the street from the school and permission has been granted for high school students to participate there for the lab portions of the curriculum. This will be an even stronger business-school partnership than it already has been.</p> <p>The grant dollars will help to provide resources and coordination between the four districts to give the ACCT certification opportunity to more students. Another part of the project will be to update the articulation agreements with Blackhawk Technical College in Child Development. Teachers began this process in the fall of 2001 but there is still work to be done to get the agreements and curriculums ready to implement.</p> <p>This proposed project offers new opportunities for students in gaining the skills for the ACCT certification and articulated credit with Blackhawk Technical College. Overall, the Brodhead Consortium plans to increase the numbers of students receiving industry-based occupational training, advanced standing credit, and certification in ACCT.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
FCE	ACCT		30	4	20
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #05	Cambria-Friesland, Nekoosa, Pardeeville, Port Edwards	Pam Hilleshiem-Setz	\$8,610		\$8,610
Project Description			3-99052/R29-3		
<p>The Family and Consumer Education departments of each Cambria-Friesland, Nekoosa, Pardeeville, Port Edwards school districts are very interested in developing and instituting the industry-based occupational certification program, Assistant Child Care Teacher (ACCT). All of these communities are small and offer limited employment opportunities. By implementing an ACCT program, these districts will be addressing a universal community need for skilled child care workers and will also be providing students with skills and experience necessary to be gainfully employed upon graduation from school. It is further anticipated that these students will go on to enroll in a post-secondary education program based on the positive experiences as an ACCT.</p> <p>By working together to develop curriculum, instructional strategies, activities, and assessments these three districts will create a network of learning and support that will ultimately enhance each individual program.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
FCE	Food Service CS		40	37	31
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #10	Abbotsford, Altoona, Augusta (2), Bloomer, Bruce (1 & 2), Cadott, Colby, Cornell, Eleva-Strum (2), Gilman, Granton, Greenwood, Ladysmith-Hawkins (1), Lake Holcombe (2), Loyal (1), Mondovi (2), Neillsville, Osseo-Fairchild (2), Owen-Withee (2), Spencer (1 & 2), Stanley-Boyd, Thorp (2), Weyerhaeuser (1)	Linda Dunahee	\$31,500		\$19,180
Project Description			3-99103/R29-3		
The purpose of this project is to establish the family and consumer education co-op skills standards program. The program areas include certified co-op in Child Care Services (1), Food Services (2), and Family/Community Services (3) . This project will be an enhancement and extension of the CPA basic grant. Priorities for activities in this grant will include career planning and work site placement. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the co-op skills standards program, articulated credits with technical college program, career and post-secondary portfolio supporting student’s achievements and skill development, and recommendations from business/industry mentor, supervising teacher, and district administrator. Funds will be used to provide professional/staff development in curriculum content, occupational competencies, supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and academic standards, developing performance assessments, mentor training for business/industry partners, career development activities and transition planning, establishing articulated agreements with technical college programs and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop, coordinate, and supervise programs. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. For each district, core indicators and levels of performance will be used as a template for development of the certified co-op program(s). Students will be able to achieve academic standards along with occupational and employability skills. A regional advisory group, including local representatives, will provide input/directions on project development/implementation/evaluation. The local profile indicates a growth in business/industry with availability for workforce/career opportunities.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
FCE	Family and Community Services CS		96	9	12
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #11	Ellsworth, Hudson, New Richmond, Prescott, River Falls, Shell Lake, Siren, Webster	Nancy Graese	\$24,699		\$24,699
Project Description			3-99113/R29-3		
<p>As a result of districts’ needs assessment processes with administrators, teachers, business representatives and community service providers, two areas of need have emerged consistently. The growing elderly population has many unmet needs as the elderly struggle to maintain dignity and independence. The dual career families create child care issues including day care, latch key, and other household services. Communities need workers that can provide these services. Therefore this grant will help students explore these work options and develop work competencies needed by workers and human services.</p> <p>The overall goal of this project is to create a regional structure that assists family and consumer education (FCE) teachers in developing a Family and Community Services program in the district. This program will offer challenging academic standards as well as provide skill certification for students.</p> <p>The objectives of this project will be to create a district curriculum and management structure which will:</p> <p>a) involve students in work experiences in the human services industry in local communities;</p> <p>b) foster community partnerships which will help students learn about the value of working as a human service provider in local communities;</p> <p>c) help students receive Certification of Competence in the National Standards in the human service industry;</p> <p>d) foster students’ portfolio development of challenging academic and vocational standards.</p> <p>This pilot project will help both smaller rural and larger communities develop a structure to implement this program. The needs and processes will likely be different in small isolated rural communities a distance from the county seat than those districts like Hudson that are closer to a wider variety of human services partners. The knowledge gained in this developmental process will serve as a basis for replicating in other schools in the region and across the state.</p> <p>ACTIVITIES:</p> <p>* Create a process for developing community service projects.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Family and Community Services CS <i>continued</i>	CESA #11
Project Description		3-99113/R29-3
<ul style="list-style-type: none"> * Develop a curriculum process to link FCE and other state academic standards to the service projects. * Plan training for student portfolio development. * Facilitate teacher work/training sessions. <p>COMMUNITY FORUMS:</p> <ul style="list-style-type: none"> * Bring together potential partners and form regional community service advisory committee. * Conduct bi-monthly task force/advisory meetings * Make visits to community partners/fostering connections/identifying new ways of working together. <p>CURRICULUM AND STAFF DEVELOPMENT:</p> <p>August 2002 - 4 days</p> <ul style="list-style-type: none"> * Introduction to project * Clarification of project goals/roles * Commitment to project outcomes * Curriculum planning including: <ol style="list-style-type: none"> 1. identification of student outcomes 2. linkages to FCE and other state standards 3. potential partnerships communication and management structure * Be assigned a mentor from the 2001-2002 statewide pilot project * Create sustainability/dissemination plan * Formative and summative evaluation procedures/shared rubric <p>School Year Teacher Meetings</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Family and Community Services CS <i>continued</i>	CESA #11
Project Description		3-99113/R29-3
<p>Bi-monthly - ITV/face-to-face/teleconference</p> <ul style="list-style-type: none"> * Implementation issues * Portfolio development * Technology integration * Continue work with mentor from the state pilot project * Regional advisory committees * Project evaluation <p>Spring 2003</p> <ul style="list-style-type: none"> * Each school will create means to share learning * Awards and recognition of achievement * Student/teacher/business networking <p>Student Celebration of Learning (including other work-based learning/service learning projects)</p> <p>June 2003 - 4 days</p> <ul style="list-style-type: none"> * Evaluation and reflection * Curriculum refinement based on formative evaluation results * Identification of training needs * Create final report * Develop sustainable/dissemination roles <p>LOCAL TASK FORCE AND REGIONAL ADVISORY COUNCIL:</p> <ul style="list-style-type: none"> * Four regional meetings * Each district will conduct local task force meetings based on regional planning * Local task force representation at regional advisory 		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
FCE	ProStart	28	6	5
Fiscal Agent	Participating District	Contact Person	Request	Grant
Lake Geneva-Genoa City	Lake Geneva-Genoa City	Bradley Haag	\$18,725	\$15,000
Project Description			3-28841/R29-4	
The purpose of this program is to increase the number of student participants in school-based courses and work-based learning opportunities in state certified skills co-op programs in food service which will assist students in achieving a NRA ProStart certification. This project will increase the numbers of students participating in Badger's introductory level foods courses (food and nutrition I and II) and culinary arts, which teaches the ProStart curriculum. Students may register for the foods co-op component concurrently or at the completion of the culinary arts course sequence. The co-op component is the desired work-based learning component for students to try first-hand their culinary skills. At the completion of the school-based and work-based program components, students may attempt a two-level exam from which a Wisconsin skills certificate will be received from the Department of Public Instuction and National Restaurant Association—ProStart National Certificate of Achievement, Hospitality Business Alliance, and the NRA Educational Foundation. The student will have seamless transition opportunities to post-secondary education and/or enhanced employment opportunities.				

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
FCE	Employability Skills		20	20	10
Fiscal Agent	Participating District	Contact Person	Request		Grant
Milwaukee	South Division	Claude Beale	\$21,830		\$20,000
Project Description			3-36192/R29-5		
<p>The creation of a financial literacy program is crucial to ending subsequent generations of poverty. But, saving is a habit that must be taught and encouraged. Demographics of the “unbanked” are: disproportionately poor, mostly minorities, young households, and less likely to be educated than the general population.</p> <p>The goal of providing savings information for the poor by means of a Financial Family workshop, taught by students, may seem modest in light of the problems that affect the inner city. But, by fostering financial literacy, the goals of "Banking Your Future" are to serve the economic needs of the community, educate the children, create a strong and informed workforce to support business and the values that strengthen families and community.</p> <p>Curriculum delivery will be designed to maximize use and mastery of SCANS competencies as well as all aspects of the industry. Licensed vocational coordinators and a work-based partner will assess financial literacy competencies. Students will be provided ample opportunity to demonstrate SCANS skills in the operation of the Cardinal Bank which is already established at the school.</p> <p>As part of the family and consumer education curriculum, students would have the opportunity to become financially literate and to develop leadership skills as well as serve on the board of directors of the Cardinal Bank. The training would be on-site. An existing computer lab with internet access will be available and utilized. Students will develop and maintain an individual career plan describing anticipated transition from high school to post-secondary options. The parents signature will serve as indication of awareness or participation in the development of the individual career plan. Students will maintain a personal portfolio including verification of progress being made toward passing the State English examination, high school graduation, and Wisconsin Employability Skills certification. The career plan would be part of the student's portfolio. A business and industry advisory board consisting of involved employers, parents and educators currently exists in the school and will be invited to assist in the planning and evaluation of the program. The program would be open to male and female students with special emphasis on meeting the needs of teen parents who are behind in the number of credits needed to graduate. These students have needs in organizing family issues, especially those related to finances and yet have a desire to progress toward a worthwhile future.</p> <p>During this program, students would be introduced to the world of work including work ethics and be able to complete the Wisconsin employability skills certificate. Students could then transition into a cooperative education program the following year for additional opportunities to earn other skills certification in family/consumer education and business careers. Both programs have articulated technical college credit. The family and consumer education curriculum</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Employability Skills <i>continued</i>	Milwaukee
Project Description		3-36192/R29-5
<p>would incorporate standards-related modules for "Family, Work and Careers," SCANS skills, personal money management, and career planning. Articulation agreements are already in place with the local technical college. Students would be introduced to the student youth organization Family, Careers and Community Leaders of America (FCCLA). It is anticipated that the National Program, Financial Fitness, would be part of the curriculum. This program allows for development of student leadership, personal goal setting, action on financial issues, and knowledge of work-based learning. Staff members would include a DPI licensed English teacher with a vocational business certification and a family and consumer education teacher who has multiple vocational licenses. For 27 years this teacher has maintained a strong FCCLA (formerly FHA-HERO) chapter. Students would use the established national planning process to create, plan and execute a financial literacy workshop for families and community members. As far as can be ascertained at this time, 100% of the students qualify in at least one category of the special population criteria: LEP, minority, single parent, economically disadvantaged, foster child, disabled, etc., with the majority qualifying in at least four categories.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
FCE	Food Service CS, ProStart, ServSafe		50	31	11
Fiscal Agent	Participating District	Contact Person	Request		Grant
Sheboygan	Sheboygan	Tim Baneck	\$26,014		\$20,000
Project Description			3-52711/R29-5		
The project will enhance and improve the safety and sanitation component of the current ProStart and Food Service State Skills Certificate Co-op programs and provide for its importance to be shared with the school community.					
The project will:					
<ul style="list-style-type: none">• provide for one instructor in each high school to receive instructor certification training for the National Restaurant Association's ServSafe program;• provide ServSafe certification program for students which will articulate post-secondary credit in culinary programs, attain a Food/Restaurant Manager's License from the Department of Health and Family Services—Division of Public Health, and become better qualified employees in the food service industry;• provide strong experiences in and an understanding of all aspects of safety and sanitation in the food service industry with updated equipment and curriculum that reflect current safety and sanitation standards in the industry;• improve students' academic and technical skills by presenting knowledge and experiences through multimedia to other students, staff, and community members;• keep students more engaged in learning and ultimately increase the graduation rate by providing a relevant connection between the world of work and education;• provide ServSafe training for family and consumer education teachers, food service employees, and staff members (those serving distinct special populations) who use the food service classroom facilities;• provide for the formulation of a district policy which would include safety and sanitation standards for anyone using food service classrooms; and.• present program changes and updates to other family and consumer education teachers at a CESA 7 WFCE networking meeting.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
FCE	Food Service CS, ProStart, ServeSafe		57	12	15
Fiscal Agent	Participating District	Contact Person	Request		Grant
South Milwaukee	Cudahy, Oak Creek, South Milwaukee	Al Block	\$50,000		\$16,738
Project Description			3-54391/R29-4		
<p>The South Shore Consortium is asking for grant money to improve family and consumer education programs and equipment. The main focus of this grant money concerns food service, culinary arts, and co-op programs. With the addition of an entrepreneurial component for these programs, students will be able to complete the Wisconsin State Skills Standards competencies for Food Service and the entrepreneurship unit in Family and Community Services Co-op. Acquiring this equipment will allow students to achieve essential skills needed across curriculum and in the workplace. Examples of entrepreneurship projects will be a student run coffee/bake shop and a small dining room.</p> <p>One major roadblock for the food service skills standards has been in the baking area. Most restaurants employing students do not have a bakery. Also, quantity cooking is nearly impossible without professional food service equipment, and dining room service most often connects to larger projects. Correct sanitation equipment is key to all of the related projects. The co-op students also need a vehicle to pursue entrepreneurial projects and gain experience in lifelong career work skills.</p> <p>Regarding the curriculum, all teachers need to gain certification for ServSafe. The teachers can then teach and test students for ServSafe certification. This is an important employability asset for all students interested in careers in food service. Teachers will update culinary skills and teaching strategies through attendance at workshops, seminars, externships, and other educational opportunities.</p> <p>The ProStart program will be implemented at Oak Creek high school as it has been very successful at South Milwaukee high school. Curriculum will be designed to meet the state skills standards, the Wisconsin family and consumer education standards, and relevant core curriculum standards. Requirements of advanced standing and dual credit courses at technical and four-year colleges offering hospitality majors will be included to offer students even more opportunities to pursue further education and scholarship. A textbook will be chosen to accommodate these efforts.</p> <p>This program will be open to all students. Students with special needs will be informed through the program teachers and coordinators.</p>					

Health Occupations Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
HO	Health Services YA		13	4	13
Fiscal Agent	Participating District	Contact Person	Request		Grant
Black River Falls	Black River Falls	Sherri Torkelson	\$14,307		\$14,307
Project Description			3-04761/R29-5		
<p>For the past several years, local health care providers have served on the School to Work Council and explored work-based learning opportunities in the health care industry. Jackson County Health and Human Services included the district in a grant during the 2001-2002 school year to explore the possibility of a joint effort to provide more instruction and work-based learning opportunities to students in the district. As a result of this initial partnership, the district’s School to Work Council recommended approval of the health services youth apprenticeship to the board of education.</p> <p>This program was approved by the school board, and the district will extend the opportunity to pursue a one-year health services youth apprenticeship program to students in the district. To meet the competencies of the program, the district will work with the Western Wisconsin Technical College to offer a Skilled Nursing Assistant course (4 credits), Applied Health Skills (2 credits); Medical Terminology (2 credits); and Exploring Health Careers (1 credit). This proposed design will provide a higher quality program for students as instruction will be consistent, students will have opportunities to transition toward medical programs at the technical college, and students will not have to repeat coursework completed during high school upon entering the post-secondary school systems.</p> <p>Some of the coursework identified above are requirements for several medical degree and certificate programs at WWTC and can also be used as elective credit into other programs. The local distance learning classroom will expand student participation utilizing this network.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
HO	Health Services YA		32	13	32
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #10	Bloomer , Cadott, Colby, Cornell, Eleva-Strum, Granton, Greenwood, Ladysmith-Hawkins, Lake Holcombe , Mondovi, Neillsville, New Auburn, Osseo-Fairechild , Spencer , Stanley-Boyd, Thorp	Linda Dunahee	\$35,200		\$35,200
Project Description			3-99104/R29-3		
<p>The two-fold purpose of the project is to: 1) establish health services youth apprenticeship programs, and 2) create a partnership with the health care industry to bring career awareness to students. To accomplish this task and to ensure that students will attain the corresponding academic and industry standards, the consortium will embark on the following activities: a) meet with health educators, WBL coordinators, and local health care professionals to discuss WBL health care models and required academic/industry competencies, b) investigate and determine potential for the implementation of HOSA chapters, c) regional WBL coordinators will provide technical support to implement programs and to build connections with local health care providers, d) consortium members will actively participate in other health care initiatives within the Chippewa Valley, and e) expand an existing employer database to include health care professionals that are willing to speak at participating school districts regarding health care professions and to provide job shadowing experiences for students.</p> <p>This project will be an extension and enhancement of the CPA basic grant; it complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the co-op skills standards program or a certificate indicating specific employability skills attained in the health care environment, articulated credits with technical college programs, career and post-secondary portfolio supporting achievement and skill development, and recommendations from the business mentor, supervising teacher, and district administrator.</p> <p>Funds will be used for districts to build and enhance health care programs, including professional staff development in the implementation and supervision of a certified WBL program, career development activities pertaining to health careers, curriculum resources for students and teachers, and release time for teachers to develop and implement programming. Funding from other sources (i.e., Tech Prep, local budgets, Perkins basic grant) will be leveraged to provide mentor training, assistance with articulating high school courses with the technical colleges, and curriculum alignment with state standards.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
HO	CNA		15	3	25
Fiscal Agent	Participating District	Contact Person	Request		Grant
Merrill	Merrill	Marla Konkol	\$2,750		\$2,750
Project Description			3-35002/R29-5		
<p>Merrill school district has offered courses like health occupations, medical terminology, and health internship. It was found that more students are interested in becoming CNA certified. Twenty-four students signed up for this course as soon as it became available. In order to open the opportunities to students, people will be hired to teach this to the students. The instructor would like to have a class of high school students who would be willing to work in Merrill. There is a very big shortage of CNAs in the local hospital, nursing homes, and the Bell Tower retirement home. Merrill school district is hoping that the nursing homes will offer this opportunity to students for free. In return, the district would like to cover the expense of the CNA testing as well as other materials needed.</p> <p>Merrill school district does not have any advanced standing agreements with area technical colleges. Merrill school district would like to write some as well as work with the technical colleges in this field. The closest technical college is NTC. The health program is being expanded. Merrill school district would like to take advantage of the technical courses that will be offered.</p> <p>Medical terminology is a class that must be taught by a nurse. It is becoming increasingly difficult to find a RN to come into the high school for one hour a day to teach this course. So that this course is not dropped from the curriculum, the strategy is to obtain the services of a RN to make some tapes for use in this course. The course would be taught by a certified teacher and a nurse. There would be a cost in making the tapes.</p> <p>A HOSA program, with a group of very interested students, was started. Next year, students will definitely attend some state conferences.</p> <p>Since students are interested in the health apprenticeship program, Merrill school district wants to make sure the courses and programs are available to students that need to be in this program.</p>					

Marketing Education

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
ME	Entrepreneurship CS, General Marketing CS	25	4	25
Fiscal Agent	Participating District	Contact Person	Request	Grant
CESA #02	Wilmot UHS	Kimberly Heine	\$23,730	\$19,683
Project Description			3-99021/R29-3	
<p>Wilmot Union high school will focus on the implementation of the marketing education skill standards certificate program for the 2002-03 school year. The co-op skill standards certificate program in marketing education, with cooperation of local business, provides a plan of action for instruction both in school and on-the-job. It also provides documentation of basic competencies that students have mastered and to the degree of mastery. It provides all involved with a hard copy of the competencies which are important for entry-level workers. The intention of this initiative is to upgrade the instructional technology, especially computers in the program, so that the work-based mentor and instructional staff can use the appropriate competency program that best matches the student's career goals with the work-based mentor.</p> <p>During 2001-02, business work experience was offered to 24 Wilmot students. All students were employed in a business setting, and formal evaluations were given by a certified (285) teacher. Two hours of release time are given to monitor the progress of the students. At the present time, the administration and local advisory committee are aware of the skill standard certificates offered by the Department of Public Instruction and want to offer those certificates to the Wilmot students. With this project during the 2002-2003 school year, Wilmot will be focusing on the Marketing and Entrepreneurship certificates.</p> <p>Next year, each student will have the choice to earn one of the certificates offered through school-based and work-based learning opportunities. An initial meeting with the student and parent will be set up to help in the decision-making process. With the support of the computer technology, all involved will be able to stay on task and continuously upgrade the written document (competency certificate) to reflect the students' progress. All marketing students will become aware of the certificates during sophomore or junior years. Not only will written materials be shared and teacher presentations be used but students that have been involved with the competency certificates will make presentations to the new students through a student-to-student initiative.</p>				

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
ME	E-Commerce CS		12	1	12
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #06	Hartford UHS	Tom Koch	\$7,389		\$7,389
Project Description			3-990613/R29-3		
<p>The purpose of this project is for Hartford Union high school (HUHS) to introduce the E-Commerce certified skills co-op certificate program during the 2002-2003 fiscal year. Currently, HUHS offers certified skills co-op certificate programs in marketing, retail marketing, and entrepreneurship. This application is the beginning of an ongoing effort to increase student awareness, community business involvement, and local teacher knowledge of e-commerce as a viable and successful skills certificate program for students. Monies for the first objective of this goal will be used for computer hardware purchases including a laptop computer and palm pilots to develop, manage, and promote the new co-op certificate program as well as to introduce students in the program to current technology tools to improve project management and time management skills. Because of changing technology, the second objective of this application is for monies to be put toward staff development to further the background knowledge of the writer in e-commerce principles. This would include an externship at a local training station, continuing education programs in e-commerce through a local college's outreach program, and attendance at a National MarkED Conclave Conference. Through increased knowledge and command of e-commerce, the writer will be able to more proficiently recruit and place students in effective e-commerce training sites.</p> <p>At the time of writing, the HUHS marketing co-op program is in a transitional period as the writer takes over the program from another marketing educator for the 2002-2003 fiscal year. Currently, students are offered the opportunity to apply for the certified skills co-op certificate program in the senior year only. Students are exposed to the cooperative program at HUHS throughout the high school career as courses are completed in marketing, international business and marketing, and sports & entertainment marketing. Candidates for the program are interviewed by the teacher coordinator to verify coursework and related courses. This interview also assists in determining areas of specialization students wish to pursue. Involvement of the business education department chairperson, other teachers, associate principals, counselors, and the local School-to-Work coordinator assist in the selection process to ensure student success in the program for the entire year. Parents are involved through pre-arranged parent-student-teacher coordinator conferences to discuss the expectations and outcomes of the program. The appropriate associate principals for each student involved in the program are invited to one training station visit throughout the year with the teacher coordinator to see the student at work as well as to understand the value of such release time for students from the normal school day.</p> <p>In addition to having already completed the required courses in marketing, senior students enrolled in the program are also required to sign up for the related co-op class titled Project MBT at HUHS. The acronym MBT, as it relates to the curriculum of the class, stands for "Master of Business and Technology" or "Managing Business Together." Because of lower enrollments at HUHS, both the business and marketing cooperative students take the Project MBT course</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
ME	E-Commerce CS <i>continued</i>)	CESA #06
Project Description		3-990613/R29-3
<p>together. This course is taught by the writer who is vocationally certified in both business and marketing education. The curriculum of the course focuses on employment skills related to the world of work including continued instruction on basic skills such as reading and writing, personal and interpersonal skills, thinking and information processing skills, and relationships of systems and technologies. Instruction on the knowledge and technical skills related to student-specific occupations comes from application of students' previously learned computer skills in such courses as Software Applications, Professional Design and Publishing, Graphics, Website Design and Planning, and Independent Study for industry certifications such as Microsoft MOUS certifications. With the name "Project" in the title, students also work in groups on a variety of school-based and community projects throughout the year-long course. Such projects include planning and implementing a career information night, providing marketing activities for the local HUHS vision house program in cooperation with the local Hartford Rotary organization, and working on the Relay for Life community program for cancer awareness. While being previously exposed to a variety of software and hardware applications, students in the Project MBT class are also introduced to the Microsoft project 2000 software working with gantt charts, calendars, and resources to effectively plan and manage these projects. Project management and the management of multiple projects at the same time are several skills businesses are looking for in students.</p> <p>Assessment of students in the program comes from three different areas; the first of which are weekly time sheets that students must fill out and comment on previous week's work experience. Students must also complete quarterly written reports related to topics in the workplace as well as to continue to improve written skills and finally, formal quarterly evaluations from the employer. Parents are also encouraged to complete an evaluation for the student to understand the requirements of the program and the learning process that the students go through. Plans are in place to meet with the parents on a more regular basis, such as quarterly, to provide feedback to continue success with the student and employer for the entire year-long program.</p> <p>Students at HUHS enrolled in the certified cooperative program receive one credit and another credit for the related class, Project MBT. As an incentive, if students attain the state-certified co-op skills certificate with 90% of the competencies from each area, the student will receive another credit totaling three possible elective credits at HUHS. Hartford Union high school and the first-year marketing course this year have arranged an articulation agreement with Moraine Park Technical College at Fond du Lac for students completing the year-long course with a grade of a "C" or better. Students in the marketing cooperative program are also encouraged to apply for advanced standing with other individual technical colleges for completion of the state certified co-op skills certificate program.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
ME	Retail Marketing CS, SBE		20	5	10
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #06	Menasha	Tom Koch	\$11,500		\$11,500
Project Description			3-990610/R29-3		
<p>The scope of this project is to develop a School Based Enterprise (School Store) that will give marketing education students a chance to gain hands-on experience through real-world application. In addition, the store manager position for the SBE will become a certified marketing co-op site. The basis for this SBE will be established in the MHS Marketing Concepts Class (ME1). Not only will this SBE be an excellent tool for marketing students, but it will also be an excellent recruitment tool for the MHS marketing program. It will also encourage special populations students to become involved with a work experience program. What is instilled in the classroom can now be linked to a physical learning lab. The CPA funds recieved will be used to develop the SBE.</p> <p>As the idea for the MHS SBE learning lab progressed, it has been in the best interest of MHS to stay aligned with the local and state performance standards. The ultimate goal will be the implementation of the school-based enterprise certification program. In addition, the MHS marketing program will adopt the Retail Marketing and E-commerce skills standards for co-op skills certification. Essentially the goal is to give MHS students the know-how to actively take a role in their future, whether it be world of work or entering in a post secondary education.</p> <p>In dealing with support issues of this venture, MHS is unable to support the initial cost of the cause monetarily, however, the district has been very supportive in all other areas of this project. With the help of the CPA funds, the district could build something state-of-the-art and make the SBE experience something that could be recognized by local business as cutting edge.</p> <p>Menasha administration, advisory committee, and students have been very supportive in this venture, not only because of the need but because of the niche it will fill in the high school. It has become a weekly subject. This has been something that has value in Menasha; it is unbelievable to see the glow in people's faces when this venture is given consideration not only for the aspect of hands-on experience but for the opportunity to gain support from the local business community.</p> <p>The up and coming program will consist of the National School-Based Enterprise Skills Certification (to be applied for 2002-03), with E-Commerce Certification being implemented in the year 2003-04. The students must have completed Marketing or Sales and Promotion with either an A or B. The student will be streamlined through an interviewing process consisting of all aspects of a "Real World" interview. In addition, the student will need to prove commitment by being active in school related activities.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
ME	Retail Marketing CS, SBE <i>continued</i>	CESA #06
Project Description		3-990610/R29-3
<p>There are two parts of the Menasha high school marketing plan.</p> <p>Part one—This is the classroom experience, the theory that is involved in structuring a program, and the experience of qualified personnel. The concepts that are taught in marketing classes are Economics, Fundamentals of Employment, including units on harrassment, diversity and ethics, Retail Selling and Promotion, Training and Development, Principles of Management (Human Resources), E-Commerce (Database Marketing), Market Research, Purchasing and Logistics, and Basic Bookkeeping Procedures.</p> <p>Part two—This is the hands-on experience (cooperative education). Through the National School-Based Skills the students will have a chance to earn a National School-Based Enterprise Skills Certificate through the National DECA. Also, one student, the Store Manager, will receive a certified co-op skills certificate. Working with area employers helps students to physically catalyze the material received in the classroom setting and grasp trends and experiences students can gain from the work force. In addition to creating a hands-on experience while attending high school, students can receive articulated credit from Fox Valley Technical College if the students receive an A or B in the Marketing Concepts Class. As students are prepared for the "Real World," the district urges them to receive as many experiences as possible after high school. This includes encouraged participation in DECA and the Business World. As the students grow with the marketing program so does the program itself. The E-Commerce program will begin in year 2003-2004.</p> <p>The school district has limited space. The district has a designated space in which the MHS traffic flow will be supported. The high school has designated a space for the SBE site, however, the district is unable to provide any monetary support for store or display equipment. It is the desire of Menasha high school to turn the facility into a Marketing Concepts learning lab and a co-op worksite (SBE, E-Commerce skills certificates). A student from the marketing co-op program will be hired to run the SBE. The student manager will be responsible for working with Marketing Concepts students in establishing proper procedure for student workers. As any other DPI-certified co-op the student will have a site coordinator that will work directly with them regarding policies, procedures, and other job responsibilities. In addition, the student will be expected to document pros and cons about the experience.</p> <p>The computer and software that will be purchased as a result of this grant will be used for classroom instruction as well as a recordkeeping system for the school store. The display cases and cabinets will be used to store and display the merchandise being sold in the store. Set-up costs will be for installation of display cases and equipment. The electronic display center will be the advertisement resource for the customers throughout the store, even hours when the store is not open. The electric neon sign will be used to display the school store name. The digital camera will be used for in-store promotions, including catalog flyers, mailings, etc. The copy machine will be used to produce advertisements and training materials for students who work in the school store.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
ME	Executive Leadership CS, Professional Sales CS		8	3	1
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #10	Altoona	Linda Dunahee	\$4,410		\$4,410
Project Description			3-99105/R29-3		
In the 2002-2003 school year, the marketing education program will add two new skills certificates, Professional Sales and Executive Leadership . In addition, the certified skills program will be offered to juniors in the marketing I class. In 2001-2002, the marketing program achieved the silver level certification in the school-based enterprise project. In 2002-2003, the goal is to make the necessary additions and changes in order to achieve the gold level certification.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
ME	Sports & Entertainment Marketing CS		10	5	10
Fiscal Agent	Participating District	Contact Person	Request		Grant
Eau Claire	Memorial	Laurie Hittman	\$12,000		\$10,000
Project Description			3-15542/R29-5		
<p>This project will assist in implementing Sports & Entertainment skills standards for students in the marketing education program at Memorial high school. Instructors will develop the Skills Standards Workbook for statewide distribution during the summer of 2002.</p> <p>The marketing education program is highly committed to making the connection between the classroom and the workplace. The enrollment will be trimmed to nine sections for next year which is a strong tribute to the role of marketing in the community. The enrollment will include six sections of Marketing I and three sections of Marketing II with about 60 students involved in the co-op experience and about 15-20 taking the second-year course for one credit. It is not possible to offer a co-op experience to all students in the Marketing II course because of the large enrollment.</p> <p>At district competition this past year, there was tremendous interest in the newly-developed Sports & Entertainment Team Event with 13 teams representing 26 students. This alone is a testimony to the need for including the Sports & Entertainment Skills Standards for the 2002-03 school year. The community has a wealth of great activities in this field with Country Jam, Country Fest, Rock Fest, Eau Claire Cavaliers, UW-EC activities, county fairs, concerts, and arena activities. A Sports Commission was recently developed in the community and the opportunity to host world-class events such as the ISC World Softball Tournament, Harley Conventions, Music Festivals, and NCAA Tournaments is growing each year. Memorial high school has become involved with Junior Achievement Job Shadow Programs as well as specific training programs in which sports & entertainment is an option.</p> <p>As a long-time instructor in the field, drastic changes have been seen in the marketing curriculum in recent years. Sports marketing was included in the past but in recent years students are more interested in working at job sites such as the EC YMCA, Tennis Center, Golf Courses, and Indoor Sports Centers. The community has recently developed numerous job opportunities in this field, and with the growing emphasis on health and fitness, will continue to see progress in the future. Many students are interested in the field and are considering careers with companies such as Target Center, St. Paul Saints, La Crosse Arena, Country Jam, athletic clubs, golf courses, etc. The curriculum has been upgraded to include areas such as promotion, e-commerce, merchandising, sponsorship, and desktop publishing in the sports & entertainment industry. More questions are being fielded about potential careers in this field than at any time in recent memory.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
ME	Sports & Entertainment Marketing CS <i>continued</i>	Eau Claire
Project Description		3-15542/R29-5
<p>Students have listened to guest speakers from the Minnesota Twins Marketing Department, Z-100 "Voice of the Blugold" Radio Broadcaster, Country Jam Owner, and while visiting Chicago on a field trip, a Chicago Fire Soccer Team Marketing Director who just happens to be one of our former students. An annual trip is taken to Chicago with students who visit national landmarks such as the United Center, Nike Town, Mercantile Exchange, Ed Debevic's, and Comiskey Park. Students have traveled to places such as Pontiac Silverdome, Tiger Stadium, Kellogg's, Indianapolis 500 Speedway, several Division I universities such as Illinois, Northwestern, Michigan, Wisconsin, Notre Dame, and Indiana, and many sports venues.</p> <p>In order to implement the Sports and Entertainment Skills Standards, the ability to utilize the existing facility will become magnetized. A school store with apparel and accessory items is in operation, but it will need to be upgraded in order to provide opportunity for students to work at events. It is the district's intention to purchase a kiosk to use in the school cafeteria, during conferences, at concerts, and while selling at athletic events. The kiosk concept has become very successful at major sporting events such as in the hallways at the Kohl Center, outside Camp Randall at Badger Football Games, and in shopping malls. The district would like to use this technology to improve the program and develop the ability to sell in a professional setting. Shopping in the store during events is allowed, but the portable concept would really increase the merchandising skills and opportunities for students, especially for off-site activities. The school has been remodeled and additional doors are blocking entrance to the store during many events. The kiosk would be a very good public relations tool for the Marketing/DECA program and offer opportunities to network with the Old Abe Booster Club, area businesses, and other organizations. It would be a tremendous public relations tool, but most importantly, add to the ability to teach the concepts in the Sports & Entertainment curriculum.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
ME	Sports Marketing CS, Employability Skills	136	14	136
Fiscal Agent	Participating District	Contact Person	Request	Grant
Kenosha	Bradford	Bev Haag	\$48,549	\$40,000
Project Description			3-27933/R29-5	
Bradford is applying for the following co-op skill certificate programs for the 2002-2003 fiscal year: Sports Marketing skills standard certificate and Employability Skills certificate; which fall into two of marketing education's major program model priorities.				
The Bradford marketing program’s first goal is to expand the state skill standard certificate offerings to include Sports Marketing and Employability Skills. The Sports Marketing skill standards certificate will be offered to those students enrolled in the Sportainment class. The employability skill standards certificate will be offered to those students in the marketing class. This will serve as a stepping stone for students to complete additional co-op skills standards in the advanced level courses. The second goal is to have students complete multiple co-op skill standards certificates before graduation.				
Bradford’s marketing program annually strives to keep parents, mentors, administration, and other teachers informed about each aspect of the program. The focus this year is to reach each of these target groups in a unique way. First, the parents and mentors will be introduced to the co-op skills certificate program at a mandatory meeting before the school year begins as well as individual work site visits for Retail skill standards and for the Professional Sales skill standards. In addition, the Bradford Marketing Group holds a "Back to School with BMG" Night, when all parents are invited to hear more about what student(s) will be completing for Sports Marketing skill standards and Employability skill standards. Next, the administration and counselors are kept updated on the skill certificate programs through a Counselor Breakfast. Lastly, teachers are informed about all skill standards certificate programs through a presentation at a monthly staff meeting.				
Bradford’s marketing currently requires co-op students to complete one of the following skill certificates: Retail Marketing co-op skills standards certificate, Professional Sales co-op skills certificate, or the Entrepreneurship co-op skills certificate. The Bradford Marketing Group currently utilizes the above skill certificates by providing a variety of training stations. Students are placed in establishments related to the following marketing career areas: food marketing, restaurant marketing, finance, personal services, apparel, general marketing, and vehicle marketing as well as students who are entrepreneurs. All of these stations offer students training in multiple areas that a typical part-time employee would not receive. Bradford also offers a retail school-based enterprise. Students are trained in all aspects of the daily operation of this retail business. The student managers are in charge of managing employees, buying, pricing, promotions, sales, merchandising, inventory controls, security and loss prevention, scheduling and all financial paperwork.				

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
ME	E-Commerce CS		20	5	15
Fiscal Agent	Participating District	Contact Person	Request		Grant
Kenosha	Indian Trail Academy	Bev Haag	\$9,300		\$6,000
Project Description			3-27932/R29-5		
<p>Indian Trail Academy (ITA), a Kenosha Unified school district public school that follows the enrollment policies of the district, provides a curriculum that offers three pathways for students: school to university, school to technical college, and school to workforce. It also offers a unique approach to secondary education because it has three thematic houses or "schools within a school." In addition, ITA is technology rich with nine fully equipped science labs and 12 high tech studios (four in each house) that support the themes. The House of Business and International Studies includes studies in finance, banking, foreign languages (Mandarin Chinese and Spanish), world cultures, management, management analysis, marketing, leadership, and training for the global marketplace.</p> <p>All students in the House of Business and International Studies complete four years of English, math, science, social studies, and foreign language. Twenty-six credits are required for graduation.</p> <p>The E-commerce certificated program delivered through school-based learning is a natural extension of the encore of offerings that stress the attainment of technical skills for students in the House of Business and International Studies.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
ME	SBE		25	3	25
Fiscal Agent	Participating District	Contact Person	Request		Grant
Merrill	Merrill	Marla Konkol	\$20,500		\$5,000
Project Description			3-35003/R29-5		
<p>The marketing program started at Merrill high school four years ago. In its first year, it consisted of a one-semester marketing course. The second year the one-semester marketing course was changed to a full-year; a school store was opened (operated by the marketing students), and a DECA chapter was started. In the third year, a marketing co-op program was started. Now in its fourth year, the marketing program consists of two introduction to business courses, one marketing course, one marketing co-op course, a school store, and over a 100% increase in DECA members.</p>					
<p>The marketing program has grown since its induction four years ago. It has proven to be an asset to the Merrill Area public schools. In fact, in the time of budget decreases, the marketing teaching position and the marketing program were frozen. A person who had more seniority than the marketing teacher was given a layoff notice; there were 11 teachers who were given layoff notices this spring. Thus, the marketing program has proven to be a valuable asset for the school district in teaching the students.</p>					
<p>The emphasis for 2002-2003 school year will be to certify the school store as a school-based enterprise. The school store (Stuff 'N' More Store) currently uses Quick Books Pro for its accounting system and a Samsung cash register for sales. It also has a sales license and observes the health and fire codes for a store operation. It is located across from the commons area, close to the marketing class, in a central location of the high school, and is open during the school day. Furthermore, the students are learning about pricing strategies in making sales and profits.</p>					
<p>In addition, the Stuff 'N' More Store has received support from the board of education, the school, the community, and local businesses. When the school store was first opened, the school board took \$1,500 from its budget to put toward the startup costs of the store. The school has shown support through allowing students to come to the school store during the school day. The community has shown support through patronage and customer referrals. Local businesses have also shown support by providing specials discounts in merchandise purchases.</p>					
<p>In the marketing class, inventory turnover, sales, profits, product mix, and customer service are taught. Store training, safety practices, security procedures, customer service techniques, and social and civic responsibility are also taught. Students also hold certain positions such as manager, accounting, purchaser, and promotion specialist. These students are also then evaluated by both the teacher and peers.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
ME	SBE <i>continued</i>	Merrill
Project Description		3-35003/R29-5
<p>The importance of this school-based enterprise is that it shows concrete performance indicators of what the students are able to do. It also allows the marketing's local, state, and national standards to be met through this training lab. Furthermore, it promotes business and educational relationships and shows the students the importance of employability skills and knowledge whether the students are regular education students or special education students. Moreover, the benefits of expanding and updating the school store is that it affects the entire student population, the high school staff and faculty, and the community through improved and more products and services. Other products have been requested, but because of budget constraints, the school store is unable to provide the products.</p> <p>Although the school store has developed over the last couple of years, there is still more to do. Students need to see and understand the requirements for operating and setting up a school store. Through technology enhancements and more training school-based certification is within sight.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
ME	Employability Skills		31	4	31
Fiscal Agent	Participating District	Contact Person	Request		Grant
Monona Grove	Waunakee	Mike Roth	\$14,092		\$10,000
Project Description			3-36751/R29-4		
<p>The project that will be developed at the Waunakee community school district within the marketing education program is to add and integrate the Employability Skills certificate into the existing Marketing I course. The addition of this certificate to the existing curriculum will allow students to demonstrate general knowledge of basic workplace competencies.</p> <p>Currently students in the school district have the opportunity to participate in a career workshop course that is available to them in grade nine or ten. Students can also elect to participate in a cooperative education program related to a career interest during the senior year. The addition of the employability skills certificate to the marketing education program will give students that have a career interest in the area of marketing a link between the career workshop class and the marketing skills certificate programs. The Employability Skills certificate program, as part of the marketing program, will allow for basic application of the career knowledge covered in the career workshop class.</p> <p>The proposed plan for the marketing education program is to further develop the existing school store into a marketing lab. The marketing lab will provide students an opportunity to observe and practice the skills that are necessary to becoming qualified future employees. The marketing lab will be set up to emulate businesses that are operating in the community in which the participating students will be working. The marketing lab will also act, in a limited capacity, as a training site for students involved in after school activities or that are not yet placed.</p> <p>The updates that need to be made to the existing school store to make it a viable marketing lab are the addition of a point of sale register system that will allow for inventory tracking and scanning of merchandise. This will allow students to receive training on current technology that is used in the workplace. Additions of display fixtures will also need to be made to emulate the worksite setting.</p> <p>The marketing curriculum will be updated to represent the addition of a marketing lab being integrated into use as a viable learning tool. The goal of this plan is to provide students with an opportunity to apply information learned in a previous class. The addition of the Employability Skills certificate to the Marketing I curriculum will provide a natural transition to the Marketing II skills certificate that is currently offered. It will also allow for students to explore marketing as a potential career.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
ME	Sports Marketing CS, E-Commerce CS		6	11	10
Fiscal Agent	Participating District	Contact Person	Request		Grant
Oregon	McFarland	William Urban	\$28,140		\$10,000
Project Description			3-41441/R29-4		
The marketing program consists of the following courses offered on a 4X4-block schedule. The current list of courses and the length of time the classes are offered include:					
Marketing I--2 terms grades 10-12		Entrepreneurship--1 term grades 11-12			
Marketing II--2 terms grades 10-12		Fashion Merchandising--1 term grades 10-12			
		(inclusion: E Marketing -1 term grades 10-12)			
		(inclusion: Sports Marketing --1 term Grades 10-12)			
The marketing certified skills certificate program, Marketing III, is offered to grades 11 and 12.					
McFarland will continue to offer all five of the skill certificates plus the two new areas of Sport Marketing , and E Commerce . The two certificates will be offered to students as study options during the Marketing II courses. As shown above, the two certificates will be offered to students in the 10-12 grades as these are the normal makeup of the Marketing II course. In addition completing the two new certificates, culminating work will be done on the entrepreneurship certificates. The marketing instructor will host a meeting for all marketing students and parents in the evening to allow for exploration of the certificate programs and select the program of training to follow. The instructor completes a home visit with all marketing students and parents and completes the application process, reviews the regulations of the program, and completes the signing of the proper paperwork by all parties involved. The business mentors will have one meeting with the teacher to discuss challenges identified with this program and share problem-solving ideas as well as develop a bond with the businesses.					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
ME	General Marketing CS	30	3	30
Fiscal Agent	Participating District	Contact Person	Request	Grant
Wisconsin Rapids	Wisconsin Rapids	Donna Schultz-Looker	\$5,600	\$5,600
Project Description			3-66851/R29-5	
This project is to upgrade the general marketing education co-op program to a general Marketing Education Certified Skills program and to demonstrate gratitude to the employers by improving the employer mentor training and providing a tangible appreciation plaque. As part of the curriculum writing process throughout the career and technical education departments, the curriculum is being aligned with the academic and department specific state standards and the skills certified work-based learning programs are being added or updated in as many departments as possible. This is being done at district expense. Equipment is being requested which will greatly enhance the classroom presentations and recordkeeping capabilities, specifically for the general marketing education upgrade. The student booklets are specifically for marketing co-op skills standards program and would be a resource for the students.				

Other-Multi Discipline

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
Other-Multi	Regional Employability Skills		45	25	30
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA # 10	Abbotsford, Altoona, Augusta, Bloomer, Bruce, Cadott, Colby, Cornell, Eleva-Strum, Fall Creek, Flambeau, Gilmanton, Granton, Greenwood, Ladysmith-Hawkins, Lake Holcombe, Loyal, Mondovi, Neillsville, New Auburn, Osseo-Fairchild Owen-Withee, Spencer, Stanley-Boyd, Thorp, Weyerhaeuser	Linda Dunahee	\$35,200		\$35,200
Project Description			3-99107/R29-3		
<p>The purpose of this project is to establish the Regional Employability Skills co-op program in districts participating in the CESA 10 CPA Consortium. The program areas include employability skills co-op in the areas of Tourism, Marketing, Fine Arts, and Education. The project will target students from special populations, as well as alternative school settings, as a priority. This project will be an enhancement and extension of the basic grant submitted by CESA 10 under Carl Perkins funding. Priorities for activities in this grant will include career planning and work site placement. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the co-op skills standards program, articulated credits with technical college program, career and post-secondary portfolio supporting student achievement and skill development, and recommendations from business/industry mentor, supervising teacher, and district administrator. Funds will be used to provide professional/staff development in curriculum content, occupational competencies, supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business/industry partners, career development activities and transition planning, establishing articulated agreements with technical college programs and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop, coordinate, and supervise programs.</p> <p>This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. For each district, core indicators</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Regional Employability Skills <i>continued</i>	CESA #10
Project Description		3-99107/R29-3
<p>and levels of performance will be used as a template for development of the certified co-op program(s). Students will be able to achieve academic standards along with occupational and employability skills in tourism, marketing, fine arts, and education.</p> <p>A regional advisory group, including local representatives, will provide input and directions on project development, implementation, and evaluation. The group consists of educators, students, parents, business and industry, community, and CESA representation. The local profile indicates a growth in business and industry with availability for workforce/career opportunities. Labor market profiles indicate shortages in the workforce represented by this grant application and supports the need for these student programs to be implemented and grown.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
Other-Multi	Employability Skills		45	13	15
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA # 12	Butternut	Fred Schlichting	\$35,494	\$35,494	
Project Description			3-99122/R29-3		
<p>The project is designed to address the student attainment of skills through four avenues. For those students who are able to attain paid employment from the small local employment base, the district will continue implementing the Employability Skills certificate program. For the rest of the students, three other options will be implemented: 1) The technology education department will create a building construction class and complete projects in the community. Projects include several construction projects coordinated with the Village of Butternut, the towns of Agenda, Chippewa, and Lake, as well as building a greenhouse for the high school. 2) Developing a student-run enterprise which concentrates on hydroponically grown agriculture utilizing the greenhouse. 3) Starting a student run enterprise that concentrates on graphic arts and printing for the community and school. Each of these projects will use the Employability Skills Certificate Program (ESP) portfolio to measure student performance. Related skill sets from the cooperative education and youth apprenticeship programs will be included in the ESP portfolio under the specific skills section. Specifically, the printing enterprise will borrow some of the skill sets from the graphic arts and printing youth apprenticeship program to include in the ESP portfolio. The greenhouse enterprise will use some of the skill sets from the agriculture’s plant science co-op program, and the building construction class will follow some of the skill sets required in the ABC curriculum. In addition, each of the enterprises will incorporate some of the skill sets from the entrepreneurship co-op program. Each course will be treated as a work-based learning site in which students will have the opportunity to earn ESP certification, including some of the other state-approved skills sets while developing an understanding of how a small business operates. The WITC-Ashland campus is proposing to start an entrepreneurial certificate program which the Butternut staff would like to articulate with once completed. Both the building construction class and the graphic design/printing class will articulate with WITC. The district already has articulation agreements in place for English and math.</p> <p>To accomplish this plan, \$35,494 is needed. First, \$14,110 is needed for staff to continue the planning process and prepare curriculum. Second, \$18,164 is needed to purchase tools and equipment to implemnt the projects. Third, \$3,220 is needed to purchase curriculum, texts, and software that will be used in the courses.</p> <p>Improving the vocational education programs across the consortium is a priority for use of Carl Perkins funds. All of the schools demonstrate that special needs populations are participating in vocational education programs at a rate that is equivalent to the general population of students. The primary concern is that students who do participate in vocational education programs receive high quality programs that will better prepare them for the labor market. The focus of this</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Employability Skills <i>continued</i>	CESA 12
Project Description		3-99122/R29-3
<p>project is to improve and update vocational curriculum, counseling services, and work-based learning.</p> <p>There is a need for the vocational education programs to align curriculum with the Wisconsin academic content standards and performance assessment in both the assessed and non assessed areas. CESA will continue to sponsor workshops for vocational faculty. Local vocational education teams will use funds to update curriculum and equipment, articulate curriculum with the WITC and NCTC, improve career education and counseling, and implement school-based occupational skill certification programs.</p> <p>This project will also provide funds for school districts to improve and expand work-based learning allowing options in the curriculum for students to learn and demonstrate SCANS competencies and industry-driven standards of performance. The district will seek to implement the employability skills certificate program and expand the number of students participating in other industry-based skills programs.</p> <p>Finally, the project will use funds to improve vocational education participant performance as measured by the VEERS. Local Vocational Education teams will evaluate the measures and performance report and incorporate activities into a local plan to overcome areas of deficiency. CESA 12 will continue to emphasize the need to involve employer committees in each of the districts to assist the teams in evaluating the vocational education programs.</p> <p>The following impact is anticipated by this project:</p> <ul style="list-style-type: none"> a. Increased integration of academic and vocational education resulting in higher levels of achievement for vocational education students. b. Update and improvement of vocational courses of study leading to both academic and occupational competence. c. Increased linkages between secondary and post secondary institutions resulting in more successful transitions of vocational education students. d. Continued involvement of vocational faculty in meeting the needs of special population students with respect to vocational education. e. Student acquisition of workplace competencies which will reflect the hiring needs of employers. <p>Response from the business community continues to reinforce the need for students to leave high school with good basic work skills such as those identified in the SCANS report. Employers tell us that the most important qualities are a willingness to work, good attendance, and cooperation with fellow employees. Follow-up surveys indicate that 33% of the students enter one- or two-year programs at the technical college, 45% enter a four-year college, 4% enter the military, 7% are employed, and the remainder are either seeking employment or have other plans. Eighty percent of graduates are in post-secondary activities that are related to the vocational program of choice in high school. Because of the labor surplus and low wages, a majority of youth seek career opportunities outside the area. Comments from graduate follow-up surveys state that students wished they had studied harder, took harder subjects, and were more focused on careers. These follow-up results indicate a need to prepare youth for participation in the global economy. Specifically this consortium needs to improve career</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Employability Skills <i>continued</i>	CESA 12
Project Description		3-99122/R29-3
<p>planning programs, update vocational curriculums, integrate academic skills into the vocational curriculums, and develop strong work-based learning programs.</p> <p>The specific strategies and services that are used within the consortium include the following:</p> <ul style="list-style-type: none"> • Local districts provide specific interventions and accommodations in IEP's of special education and 504 students participating in vocational education. Districts budget funds are used to support work-based learning programs for special education students and children at risk. • Each district has an equity coordinator and a pupil non discrimination plan. Districts provide vocational and career assessments and assist students develop career plans and curriculum maps. • Tutoring services are available in each district for students who need additional help. • All districts in the consortium employ a children-at-risk coordinator who assists economically and educationally disadvantaged students with curriculum modifications, career planning, alternative education placement, and academic support. • All districts have a STW coordinator who places students into a work-based learning program. Fifty-five percent of the students that participate in work-based learning are from special populations. <p>Ashland, Bayfield, Butternut, Drummond, Glidden, Hurley, Park Falls, Phillips, Maple, Solon Springs, Washburn, and Winter provide an alternative education program for at risk and teen parent students.</p> <p>The CESA 12 Transition Coordinator assists special education faculty to develop transition IEP goals and services. A website called Bridges to the Future has been developed by the CESA 12 office and is available for students, parents, and educators throughout the consortium. This website offers information on career planning, assessment, and transition planning for the special education student. Several conferences are held throughout the year for special education students and parents to assist them in making transition decisions and set transition goals. These conferences are the result of a joint effort of the schools, CESA 12, WITC, and county transition teams.</p> <p>CESA 12 provides technical support and training for district equity coordinators regarding the issue of access and achievement of special populations in vocational education programs.</p> <p>Carl Perkins dollars are used to support staff, training and in-service activities, curriculum modifications, and career counseling initiatives which result in the</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Employability Skills <i>continued</i>	CESA #12
Project Description		3-99122/R29-3
<p>development of transition programs and accommodations for special population students to participate in vocational education programs. Continued development of applied and integrated instruction, career counseling, provision of work-based learning, and children at risk and transition programs will ensure that these students will have access and success in vocational programs. Ten of the 15 districts utilize the services of the Northwest Career Center for providing career assessments. This career center provides assesment, job exploration, and college exploration using a variety of software programs including the Wisconsin Careers program. The career center also has developed a website which allows students, parents, and educators access to a variety of other websites such as job banks, college search engines, financial aid, assessment, and various government agencies that provide help in finding employment.</p> <p>A summer remedial education and work experience program is available for economically and academically disadvantaged students in seven of the districts.</p> <p>There are 5,451 students in grades 7-12 of which 3,631 (66.61%) participate in vocational education programs. More males (55%) than females (45%) participate in vocational education programs and technology education enrollment patterns continue to show disproportionate enrollment of male students. The largest special population is economically disadvantaged (38.6%), followed by academically disadvantaged (13.9%), disabled (12.8%), minority (10.4%), and teen single parents (0.8%). The participation rate of special population students in vocational education programs is 66.98%. This rate is slightly higher than the rate of participation of non special population students and is expected to continue over the next four years.</p> <p>All of the districts in this consortium have adopted the State of Wisconsin academic content and performance standards. The major concern for most of the districts are the math and writing standards. Districts will begin to require additional math courses for graduation and will revise language arts curriculum to emphasize technical writing. Vocational educators are concerned about the strategy of increasing credit requirements in the academic areas as a means to improve student performance on tests; the general consensus being that opportunities for students to select elective courses will decline. The consortium has begun the process of aligning vocational education curriculum with the academic standards. Additional work is needed in developing curriculum integration and assessment strategies.</p> <p>All districts provide a STW program that provides work-based learning opportunities for students in grades 9-12. Two districts offer vocational co-op programs, one of which is a state certified co-op in marketing. Because of the small industry base and the seasonal nature of employment, it has been difficult for the consortium to develop youth apprenticeship programs. The majority of work-based learning programs operating in the consortium are school supervised work experience programs. Fourteen percent of the 11th and 12th grade population participate in this type of work-based learning. These school supervised work experience programs incorporate the SCANS competencies into the job training plan and evaluation procedure. There is a need to continue developing connections between school supervised work experience and vocational education courses. The consortium has begun to adopt the DPI Employability Skills certificate program (ESP) as a means of certifying the work-based learning programs. Seven districts now use the ESP certificate program.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Employability Skills <i>continued</i>	CESA #12
Project Description		3-99122/R29-3
<p>It is the vision of this consortium to rethink and redesign the local K-12 vocational education system. The educational experiences of students are thought of as a system and the system is under continuous improvement. The quality of all graduates must be improved, including those identified as special population students. Four things must be done in order to accomplish this. First, curriculums must be updated to deliver knowledge in an applied and integrated format. Different assessment methods must be reviewed so that not only will it tell us what students know but will also tell us what students can do. Second, connections must be made with post secondary institutions through articulation agreements and youth options. Third, connections must be made with business / industry communities to help supplement school-based learning experiences for students with work-based learning experiences. And, fourth, new technologies must be infused into vocational education courses.</p>		

Other—Employability Skills

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
Other-ES	Employability Skills		15	15	0
Fiscal Agent	Participating District	Contact Person	Request		Grant
Eau Claire	North	Laurie Hittman	\$2,000		\$2,000
Project Description			3-15545/R29-5		
<p>In the past, programming for students with cognitive disabilities has been addressed solely at Memorial high school. Within the last two years, North high school has been building a program to service students with cognitive disabilities (CD). This change has allowed students to attend home school, in which all students take pride. The Individuals with Disabilities Education Act of 1997 (IDEA) mandates transition activities in the areas of: community experiences, employment objectives, acquisition of daily living skills, functional vocational evaluation, and post-school adult living objectives. IDEA legislation and court interpretations have also clearly established a public school responsibility for education past the typical completion of 18. Therefore, the primary focus of special education services at the secondary level is to prepare students for an appropriate and successful transition from the school environment to 'real life.'</p> <p>Many of the life skills that a student needs in order to be successful after school can be taught in the classroom, but employment skills need to be taught on the job. Research shows that students with disabilities do not transfer skills as easily as non-disabled peers. The goal is to prepare students with the knowledge and skills needed to be successful in the real world. Providing these students with the opportunity to experience on-the-job training will do this. To attain this goal, direct instruction will be provided as well as ‘real life’ experiences.</p> <p>Eau Claire school district is currently working on implementing the Wisconsin Employability Skills certificate program into an already developed work-based program for the school year of 2002-03. The students will be employed by Chartwell Food Service Corporation, which provides food service at the University of Wisconsin-Eau Claire (UW-EC). The employability skills that will be addressed are: 1. Basic Skills (reading, math, writing, listening, speaking, career development) 2. Personal/Interpersonal Skills (attendance, integrity/honesty, team work, responses to supervision) 3. Thinking/Information Processing Skills (organization, makes decisions, problem solving, creative thought, efficient learning techniques) and 4. Systems/Technology (works with variety of technologies, complies with workplace safety standards and rules). Students will be evaluated at 3 different levels to determine achievement. These levels are proficient, intermediate, and introductory. As stated in the Employability Skills Certificate Program “this program will provide high school students with the opportunity to participate in a school-supervised program with the goal of earning employability and occupation-specific skills, completing a career plan, and engaging in a paid work–based experience.”</p> <p>The Chartwell University site presently services 12 students between the ages of 16-21 with cognitive disabilities from Memorial high school. The goal is to</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
Other-ES	Employability Skills <i>continued</i>	Eau Claire
Project Description		3-15545/R29-5
<p>provide North high school students with disabilities the same opportunity. Students are selected based on ability to participate in the work-based learning program at the University. The site itself consists of three restaurant establishments on campus. Within the three restaurants, there are a number of different jobs including dishwashers, food preparation, cooks, servers, and cashiers. Students have the opportunity in this supervised work setting to transfer skills learned in the classroom, gain practical experience, attain employability skills, determine career goals, and experience several different types of jobs in the food service industry. Students will also have the opportunity to receive direct instruction from special education teachers as well as university students in the areas of transition. Skills that are mastered are more easily transferred into permanent food service sites and to other types of job placements.</p> <p>Eau Claire Area School District (ECASD) staff, University staff, and future special education teachers (UW-EC student teachers) will instruct classes in vocational and daily living skills at the university. Having the vocational course onsite prior to working, allows time for instruction of daily problem-solving, decision-making, interpersonal skills, as well as technology skills. Students are then able to practice transferring skills they have learned in class to a real job setting with the supervision and support of teachers and job coaches. Students will receive individualized instruction in independent living and community integration.</p> <p>The Chartwell University site incorporated with the Wisconsin employability skills certificate program offers numerous benefits to students. It provides direct instruction in the areas of vocational and daily living skills in realistic job opportunities. Experiences will take place in a setting that allows interaction between non-disabled, age appropriate peers in the least restricted environment. This opportunity is a win-win situation for all parties involved. This cooperative effort between ECASD, Chartwell, and UW-EC demonstrates the community's interest in providing equal employment opportunities to all students.</p> <p>The money requested will be used to provide the following: transportation, an appreciation breakfast, transition related curriculum, and staff development. Transportation will be used for going to and from work and community experiences. Bus passes will be purchased for students that are participating in this program. A breakfast will be held in the spring to give earned recognition to the university and Chartwell staff for support, as well as for students and student efforts. This will help develop and nurture a positive co-op in the community. Age-appropriate transition curriculum will be needed to teach basic skills and vocational skills in the classroom setting. Video tapes, brochures, and other educational materials will enhance classroom instruction. Keeping staff educated on ways to teach and incorporate employability skills in the classrooms, and vocational sites is important and directly related to the success of the students.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
Other-ES	Employability Skills		40	10	30
Fiscal Agent	Participating District	Contact Person	Request		Grant
Green Bay	Green Bay	Jeff Hoppe	\$21,226		\$21,226
Project Description			3-22891/R29-5		
<p>Project Goal: To better define and assess the experiences students have in the work-based component of the Career Academies using the Wisconsin Employability Skills Certificate.</p> <p>Green Bay area public school district initiated career academies in the 2000-01 school year. Each one of the four high schools has a career academy. The format is a school-within-a-school that is part of a comprehensive high school. The specific career academies are as follows: East high—Health Services, Preble high—Integrated Manufacturing, Southwest high school—International Business, and West high—Computer and Information Technology. These are part of a comprehensive menu of work-based opportunities that also includes youth apprenticeship, certified co-ops, at-risk, and special education programs. The Green Bay school district is committed to helping students transition from high school with a defined career plan. In the 2000-01 Wisconsin School Performance Report—Post Graduation Intentions, a suprisingly large number of seniors are undecided on post-secondary plans. The average of the four high schools is 29. Four percent compared to the state average of 14.9%. Academies, in addition to the other work-based programs, will help students identify a career direction. The Wisconsin Employability Certificate and its competencies will be used to design a quality work-based experience that helps guide them in making informed career decisions.</p> <p>The academies offer a different type of workplace experience that fits the needs of some of the students and the Green Bay labor market. As defined in Green Bay, an academy is available in grades 11 and 12 and requires a student to complete three credits of required academy classes in order to get academy certification. Within the academies. There are articulated courses with the technical college as well as industry certificates that include Cisco, MOUS, and Certified Nursing Assistant. Each academy has a lead teacher who is given 40% release time to coordinate academy activities. During the first two years, one of the goals was to establish business partnerships. This project would allow us to expand and refine the work-based portion, working with the business partners to define a quality experience for the academy students. Kemple and Snipes (2000), in a study done by (MDRC) Manpower Demonstration Research Corporation, "Career Academies Impact On Students' Engagement and Performance in High school" provide the research to support further development of the work-based component. The findings from the study indicate that Career Academies can provide concrete examples of partnerships between schools and employers and can substantially enhance students' exposure to career development and work-based learning.</p> <p>The work-based component that is part of the academy can provide a different type of opportunity and have varied components; field trips, job shadowing,</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
Other-ES	Employability Skills <i>continued</i>	Green Bay
Project Description		3-22891/R29-5
<p>service learning, mock interviews, appropriate career/industry conferences, structured/limited hours non-paid experiences, summer internships, and some paid experiences. The type of experience can vary, but all are reviewed for their appropriateness and meet the criteria for “trainee” under the Fair Labor Standards Act. Students in the academies have validated an interest in work-based learning. In an on-line survey done with all 11th graders in the 2000-01 school year, the number one reason students chose an academy was for the work-based learning opportunities. For students who are in academy courses, the top three reasons for choosing them were field trips, guest speakers, and job shadowing. These results were part of data collected and evaluated in cooperation with UW-Madison, Center on Education and Work. Parents, business representatives, and other school personnel also validated the work-based experience as well as the articulated credits in a focus group held during the summer of 2001. The same survey will be completed in the 2001-02 school year as part of an extensive evaluation of the academies. Part of the evaluation will also include evaluating the "career maturity" of academy students using a career assessment instrument—Career Factors Inventory. All of this data will provide excellent evaluation information in addition to what is required by the Carl Perkins grant.</p> <p>Throughout the 2001-02 school year, the district engaged in an effort to attract students into non-traditional career areas and also to attract a higher percentage of minorities and special education students. Data shows that while the district was 15% special education, there was only 5% enrollment. Currently there are two grant proposals being considered for funding that would develop a model for supporting special education students in the academies, both school-based and work-based. Enrollment for minorities was in line with the overall district numbers, but a growing Hispanic population was very under represented.</p> <p>The advantage of this type of experience is that students are provided the opportunity to be part of business situations. Once able to see skills, the experience has been that employers are more willing to hire students. As the economy rebounds and employers are hiring, these students will have had those workplace experiences that will give them that head start in respective fields.</p> <p>The project would allow for the following: a) development of learning activities both school-based and work-based that can be used to assess each of the competencies; b) identification of skill specific competencies that could be added to the certificate; c) time to meet with businesses to develop activities; d) working with school counselors to further develop the career plan of the academy students; e) define individual student’s work-based plan and training agreement; and f) acquire the necessary employability and career development resources.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
Other-ES	Employability Skills		7	2	7
Fiscal Agent	Participating District	Contact Person	Request		Grant
Merrill	Merrill	Marla Konkol	\$2,000		\$2,000
Project Description			3-35006/R29-5		
<p>Student trainers learn the basic information base needed to understand the demands and responsibilities of a physical therapist and/or certified athletic trainer (ATC). Students have academic and job shadowing experiences. The student would apply for the program during the sophomore year and be interviewed by the school-to-work coordinator and the physical education teacher. The students would meet one period a day during the entire year with the physical education teacher. This program uses a text and requires students to have a passing grade of 80% or higher.</p> <p>The students would be placed with one athletic trainer with one sport (fall, winter, or spring). This would be a required part of the training. The students would work side-by-side with a trainer during sport events. Students would wear shirts that identify them as 'in training.'</p> <p>It is hoped that the district would then be able to place the students in local work sites to further meet competencies. The students have two hours of job shadowing for twenty weeks, which gives a minimum of 40 hours of on site experieeces. Then the students would be ready for hire and for certification. The students would be enrolled under the Wisconsin Employability Skills certificate program.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
Other-ES	Employability Skills		4	0	7
Fiscal Agent	Participating District	Contact Person	Request		Grant
Stockbridge	Stockbridge	Lois Probst	\$5,304		\$5,304
Project Description			3-56141/R29-4		
<p>The Stockbridge school district’s Employability Skills certificate program will consist of the following components: (1) SCANS skills, (2) a school-supervised work-based learning experience, and (3) a career portfolio.</p> <p>SCANS skills will be demonstrated and assessed in a number of settings, at school and in the community. The employability skills/consumer education course will assist in teaching these competencies which will allow students to achieve integrated learning experiences connecting school and work. The students will prepare and present state-of-the-art occupational presentations for youth, adults and employers through the employability skills 'technical presentation' training as well as English and history.</p> <p>The work-based experience component should be paid. Unpaid work-based learning will be dealt with on a case-by-case basis.</p> <p>Each ninth grader develops an individual career plan (ICP) This plan is intended to facilitate a students' smooth transition from school to work or further learning. An ICP will assist students and parents in relating a student's career interests and post-secondary higher education aspirations to individual aptitudes and achievements. The objective is to begin the plan early, integrate it with a career portfolio, and assist in making a plan of action that the student will follow post graduation. This plan: a) provides concrete post-secondary plans and tentative career goal, b) identifies the steps that are required, and c) reinforces the commitment and responsibility of each student to take charge of his/her career. This written document is developed by the student, parent, and school personnel. Although the ICP development is a classroom venture, it ultimately reflects decisions made by the student and parent. The school will be responsible for managing the process and for providing student and parent with data to periodically evaluate the plan. The program is being expanded to include meetings with student, parent, and teacher to assist in the development of an ICP.</p> <p>The Stockbridge school district will provide DPI-licensed teachers that will work with students, the parents, and employers to implement the program. Supervising teachers will be provided one-half hour per student per week to coordinate and administer the program, conduct work site visits, communicate with employers, conference with students, etc. The district will seek to be DPI approved on an annual basis to show the Wisconsin employability skills certificate program is being met. The certificate will become part of the student's career portfolio.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
Other-ES	Employability Skills <i>continued</i>	Stockbridge
Project Description		3-56141/R29-4
<p>Each grading period, the students progress will be assessed by the supervising teacher, along with input from the employer and the student, on the learning goals and employability skills identified on the student employability skills record. For those tasks on which the student receives a low rating, the teacher will communicate with the student and help to identify specific areas where change is needed and make suggestions for the student to improve performance.</p> <p>Students will work with employers in accordance with abilities and career objectives through a comprehensive career development process. For some students without a career interest area, the work-based experience will serve as a career exploration activity. The student selection process will be fair, equitable, address the needs of all student populations, and adhere to all state and federal laws. The learning activities at school and in the community will be rigorous in providing for opportunities to achieve employability skills and learning goals issued by the DPI.</p> <p>A training agreement will be on file for every student participating in the program. This written agreement will specify commitment and responsibilities for the employer, student, school, and parent/guardian. This training agreement will be signed by each partner in the agreement prior to the start of the work-based experience. Part of the process for each student will be the completion of an ICP and maintaining a career portfolio before applying for a Wisconsin employability skills certificate.</p>		

Technology Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
TE	A+, IC3		60	6	30
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA # 05	Columbus, Nekoosa, Rio, Westfield, Wisconsin Dells	Pam Hilleshiem-Setz	\$46,620		\$37,585
Project Description			3-99053/R29-3		
<p>It is the intent of this project to develop and implement an A+ Computer Certification component to the technology education departments at Columbus, Nekoosa, Rio, Westfield and Wisconsin Dells school districts. Through this program, students will gain an understanding of how a computer and the operating system function. Students will develop the skills to properly install, configure, upgrade, troubleshoot, and repair microcomputer hardware and become familiar with computer network terminology and technology. Upon completion of this program, students will possess the skills and knowledge necessary to potentially function as a Level 1 computer technician, and the students will be better prepared to take the CompTIA A+ certification examination.</p> <p>Instituting this program will prepare students to enter directly into the workforce and/or continue education in computer technology. Emphasis will be placed on recruiting young women into the program. This may be completed by networking with the business education department to identify female students with computer related career interests and participating in Tackle Box training sessions. The project will also provide area educators opportunity to collaborate together, an occurrence rarely available to teachers in small districts such as Columbus, Nekoosa, Rio, Westfield, and Wisconsin Dells. By teaming together to develop the A+ Computer Certification program, CESA 5 technology education instructors will be creating a learning community through which the following can be shared: instructional strategies, learning activities, assessment tools, and collaborate with one another to address challenges, concerns and celebrate the successes associated with implementing a new program. The instructional team will select one conference to present at during the 2002-03 school year. Instructors will establish connections with the appropriate technical colleges to secure articulated credit to assist students to further post-secondary education.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
TE	CCNA	48	24	36
Fiscal Agent	Participating District	Contact Person	Request	Grant
CESA #06	Hortonville	Tom Koch	\$49,796	\$40,796
Project Description			3-99063/R29-3	
<p>The CISCO networking academy program is offered through Cisco Systems, the worldwide leader in networking. The program teaches students internet technology skills through partner-sponsored courses in the Fundamentals of UNIX, sponsored by Sun Microsystems, and the Fundamentals of Web Design, sponsored by Adobe systems. More than 232,000 students are currently enrolled in over 8,400 academies in the 50 states and 133 countries. It is an innovative educational program based on a new model for learning and accountability that addresses a global education issue through a private/public partnership. Taught mainly in high schools and colleges, both public and private, the 560-hour, eight semester, web-based and hands-on curriculum teaches internet and technology literacy—specific skills include: network principles, building and maintenance. Academy curriculum, developed by educational and networking experts, is correlated to national math and science standards, and integrates internship placement, college scholarships, and corporate sponsorship opportunities. The CISCO Networking Academy Program was developed in response to schools' insufficient IT resources for managing education networks. The success of the initial seminars on networking led to the development of a complete Academy curriculum, which was introduced in October of 1997. Its growth and success now provide vital technology support and resources to schools, prepares students for colleges/good jobs/the 21st Century, and addresses IT worker shortage. The CISCO Academy will fill current gaps in the district's long-range technology plan by offering students the Information Technology knowledge not now offered. It is structured to provide an advanced knowledge base and skills leading to IT certification through a holistic approach involving academic achievement, hands-on technical training, job skills, and e-learning. E-learning strategies and resources eliminate the barriers of time, distance, and socio-economic status, and establish the foundation for life-long learning. With the increasing complexity surrounding the design, implementation, and maintenance of networks, the CISCO Networking Academy provides real-life working experiences for students and offers businesses an opportunity to support education in the communities while helping prepare the future workforce. The projected enrollments for the first two years of implementation per semester are as follows: Year One/Semester One—two sections of 12 students taking Course I (24 students); Year One/Semester Two—two sections of 12 students taking Course I, and two sections of 12 students taking Course II (48 students); Year Two/Semester One—two sections of 12 students taking Course I, two sections of 12 students taking Course II, and two sections of 10 students taking Course III (68 students); Year Two/Semester Two—two sections of 12 students taking Course I, two sections of 12 students taking Course II, two sections of 10 students taking Course III, and two sections of 10 students taking Course IV (88 students). Courses will be open to all students that have successfully completed geometry, including students from "special populations." In fact, the district expects that these courses will meet a need for several district at-risk students who have expressed an interest. "Special populations" (which includes female applicants) will be given preference in</p>				

Funding Source	Type of Certificated Program	Fiscal Agent
TE	CCNA <i>continued</i>	CESA #06
Project Description		3-99063/R29-3
<p>filling courses. It is anticipated that at least 50% of the students will be female. Students will be required to score a minimum of 85% on the exams before advancing to the next unit of study in the course, and 50% of the students that have completed the first two semesters will participate in a summer internship with a networking company. The Academy will be housed in a room that is currently used by the technology education department as a lecture room, and it will require wiring to prepare it for the computers to be used in the coursework. Installation of the CISCO equipment will also be required and such work will be performed in the spring of 2002. The technology coordinator will be responsible for organizing and overseeing the wiring and equipment installation. A certified CISCO networking trainer from WCTC will be under contract to provide classroom-based training to four district instructors. All instructors will receive a complete and thorough regime of training as specified by CISCO. Upon successful completion of the final competency examination, the trained instructors will submit a written evaluation of the training course to the Local Project Advisory Committee. Registration will occur during normal course registration periods each semester and is coordinated by the guidance department, which will be able to encourage, identify, and qualify those students most likely to successfully pursue a technology-based career. All students in the course will have an opportunity to participate in the district's school-supervised "work experience" program. This program aids students in locating appropriate employment and instructs them in many facets of workforce procedures and experience. A component of the CISCO networking academy also arranges for placement of students with participating networking companies. Several of the Local Project Advisory Committee members currently work in IT careers and will aid in the establishment of potential work-based programs in the IT workforce. Bob McIntosh (Vocational Education coordinator) will provide such information to course students and families. He will also discuss future opportunities with the School-to-Work committee and make contacts with potential employers in the IT industry. These efforts will build upon the employer linkage base already established during the process of assembling the Local Project Advisory Committee and through the district's job placement programs. Ongoing monitoring of student progress by instructors will take place via a computer-based assessment program that is a part of the CISCO on-line curriculum. Students and parents will also have access to the program to monitor progress. Students will have to achieve an 85% success rate on all exams prior to progressing to the next unit. One of the advantages of the CISCO academy is that students can work on the courses at any time. Not limited by the constraints of the classroom or accessibility to a computer lab, students can do required coursework from home or any on-line computer. The workload of the Academy is no greater than that of any other technology course. The proposed CISCO networking academy program meets the 2002-2003 Model Program Priorities. It is an industry technology certification program relating to the technical aspects of networks, including principles, building, and maintenance. The program curriculum is commercially available, rigorously tested and well-established nationally and internationally, and supported and sponsored by leading corporations in the IT industry. Testing and evaluation of student progress is built into the curriculum, and certification is offered at various levels along the available program coursework that spans secondary and post-secondary levels. In addition to the Cisco Certified Network Associate and Cisco Certified Network Professional certification, an industry-neutral certification in basic networking skills is available through a partnership between Cisco and CompTIA. The program curriculum is mapped to the CompTIA Network+ certification requirements.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# Post-Secondary Credit
TE	A+, MCSE	43	14	11
Fiscal Agent	Participating District	Contact Person	Request	Grant
Marshfield	Marshfield	Jane Wagner	\$26,400	\$26,400
Project Description			3-33392/R29-5	
The purpose of this project is to start-up the A+ and Microsoft Certified Systems Engineer (MCSE) certification programs to enhance the skills of students in electronics technology.				
A+ and MCSE certifications would document that students have the knowledge, ability, and skills required by the computer industry today. This project would expand upon an existing computer repair and maintenance course to incorporate the competencies required to achieve certification in the field. It would involve facilitating student exposure to current operating systems, hardware, software, and diagnostic equipment as well as providing experiences with installation, configuration, upgrading, diagnosing, and troubleshooting on modern computer systems.				
The proposed curriculum also focuses on soft skills including customer relations, critical thinking, and problem-solving throughout. The competencies achieved in this curriculum not only would lead to MCSE and A+ certifications but would help students to earn a CCNA (Cisco Certified Networking Associate) certificate in future courses because it will be a prerequisite for the existing Cisco program. Technology educators collaborate with business systems teachers who offer MOUS certification to students. Special efforts will be made to recruit junior and senior high school females into the program.				

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
TE	A+		21	3	21
Fiscal Agent	Participating District	Contact Person	Request		Grant
Oregon	McFarland	William Urban	\$7,440		\$7,440
Project Description			3-41442/R29-4		
<p>McFarland high school has participated in the Dane County Information Technology youth apprentice program for the past three years. The present tuition fee of \$1,400 per student for the CompTia A+ Certification class instruction is cost prohibitive when large numbers of students enroll in the program. This past year (2001-02) McFarland had eight Info Tech apprentices involved in the program. As this program continues to grow, it will become cost prohibitive for students to participate unless a way to reduce per pupil cost is found. By establishing a program, the district can save the fee and expand the number of students receiving this instruction. Through the advisory council group from the Business and Education Partnership Council, there are on-going updates to members of industry and advice being communicated to instructors. The active partnership with TechSkills provides us with a direct link to a business organization that guarantees its graduates with a passing score on the A+ examination and will furnish remedial instruction until the students pass the exam.</p> <p>The materials are the same as used by a local vendor; therefore, there will be little difficulty in articulating this program with the American Council of Education (ACE) and with MATC. The test of the program’s effectiveness will of course be proven in the number of students who take and pass the A+ certification course. By using donated computers, there will be some pay-back to the community by bringing these computers up to a level of utility for community groups and individuals to use.</p> <p>As with all career and technical classes, sex equity is an important concern. Every effort will be made to address both males and females in recruiting for the A+ certification class. Recruitment presentations and posters will use CompTia materials which are professionally prepared with equity in mind. In order to recruit female students into technical careers, the school district knows it is necessary to begin at an earlier age. The middle school will be conducting information technology industry field trips for female students during the 2002-2003 school year. This program has developed from the district’s connection with a group of Madison area IT professionals (Powered Up group) whose goal is to increase student awareness of career opportunities for both male and females in the information technology field. This summer there is a high school girl attending the institute for girls at UW-Platteville, sponsored by John Deere Dubuque Works and the American Society of Civil Engineers. This student has agreed to speak to the Intro to Tech Ed classes and encourage girls to continue with technical courses of interest to them and to attend the institute next year. Staff involved with the A+ Certification class agrees to present the development of our program at an appropriate conference during the 2002-2003 school year.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# Post-Secondary Credit
TE	A+		40	4	40
Fiscal Agent	Participating District	Contact Person	Request		Grant
Wisconsin Rapids	Wisconsin Rapids	Donna Schultz- Looker	\$43,080		\$43,080
Project Description			3-66852/R29-5		
<p>The A+ Certification course being proposed would assist in meeting 17 of the technology education standards and 15 of the information and technology literacy standards (available upon request) and would meet the requirements of attaining challenging academic, vocational, and technical standards.</p> <p>This course is designed to prepare students for, and give them the opportunity to, receive the A+ certification which was created by the Computing Technology Industry Association (CompTIA), and is a defined skill certificated program. A curriculum designed, monitored, and consistently updated by CompTIA to be certain it meets industry standards will be utilized. Both of instructors will be sent for training prior to implementation.</p> <p>This course has been accepted for articulation byMid-State College directly into the Computer Technician program. The students will be granted six advanced standing credits or can be used as elective credits in other programs.</p> <p>"Tackle Box" training will be provided to the career and technical education staff to assist in getting additional non-traditional students into courses.</p> <p>The program will be shared on a state and national level to assist other districts with implementation of this course.</p>					